

Avon School
English Language Arts (Reading) Curriculum

Kindergarten

Curriculum Overview

Unit 1 Overview: Readers will learn the structures and procedures of reader's workshop. Students will begin reading from table book tubs and learn how to share, reread, and discuss books that they have read independently and with a partner. Students will focus on the behaviors and structure of reader's workshop. Students will be encouraged to develop a love of reading through reading books to help them learn about the world. Students will focus on building stamina and rereading utilizing the three ways to read a book. Students will be introduced to what partner reading looks like. They will share what they learned from their books (from independent reading) with their partners.

Unit 2 Overview: Readers will focus on retelling emergent story books that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories. The first half of the unit focuses especially on helping emergent readers connect the story across the pages, saying as much as you can for each page. Also, you'll emphasize to them each day as they go off to read that they are practicing not only today's strategy, but also yesterday's and the previous day's so that their knowledge of what readers do accumulates over time. The second half of the unit focuses on having students move closer to echoing lines of exact language of the text. Students will continue to have time to read and talk about their familiar emergent storybooks. Students will also learn to have beginner conversations about emergent storybooks with reading partners, while inventing creative ways to interact with books and one another.

Unit 3 Overview: This unit will focus on becoming better at reading by using everything they know about looking at both the pictures and words. Students will use strategies for reading familiar texts using the pictures and the patterns. Students will use their "super powers" for reading books. Students will learn that strong readers always use a combination of strategies, not just one strategy at a time in isolation. Students will cross-check their reading and attend more closely to print by using their understanding of some of the basic features of print. The latter portion of the unit will emphasize deeper comprehension, by introducing some strategies for identifying the variety of common types of texts in student's baskets. Students can think and talk about how some pattern books are like stories, while others are more like lists or nonfiction books, and still others are poems or songs. Students will learn engaging ways to read books for automaticity, phrasing, and expression.

Unit 4 Overview: This unit will focus on reviewing the structures and procedures of reader's workshop. Readers will ask questions and learn from all parts of the book as they read. Readers will compare and contrast books and make connections. Students will learn that reading is an adventure. Readers study what topics their books are teaching them about, how to raise questions and wonderings about the information and how to study pictures and photographs to get more information about the topic of the book. Students will learn to not only use the word-solving skills that they have been learning across the year, but to pay particular attention to times when they are reading and parts or words seem confusing. You will teach students how to learn and think about new words and important words about the topic. Finally, students will learn how to think and talk about books across a topic. You will teach students how to reread books finding and noticing things that are in both books and things that are decidedly not in both books -- similarities and differences.

Reference: Calkins, Lucy. Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. New Jersey Student Learning Standards, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. Curricular Framework, 2016.

Unit Title	Timeframe	New Jersey Student Learning Standards
We Are Readers	September/October	<p><i>RF.K.1: Demonstrate understanding of the organization and basic features of print.</i></p> <p><i>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics.</i></p> <p><i>RF.K.1.A: Follow words from left to right, top to bottom, and page by page.</i></p> <p><i>RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.</i></p> <p><i>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</i></p> <p><i>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</i></p> <p><i>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Supporting Standards for unit:</i></p> <p><i>L.K.1.a Print many upper- and lowercase letters</i></p> <p><i>L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p><i>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</i></p> <p><i>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</i></p> <p><i>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p> <p><i>RL.K.6: With prompting and support name the author and illustrator of a story and define the role of each in telling the story.</i></p>

<p><i>Reading Wuth Super Powers</i></p>	<p><i>November/December/January</i></p>	<p><i>RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</i></p> <p><i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p> <p><i>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i></p> <p><i>RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</i></p> <p><i>RL.K.4: Ask and answer questions about unknown words in a text.</i></p> <p><i>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</i></p> <p><i>L.K.1.d: Understand and use question words (interrogatives) (e.g.to, from, in, out, on, off, for, of, by, with).</i></p> <p><i>SL.K.1.b: Continue a conversation through multiple exchanges.</i></p>
<p><i>Bigger Books, Bigger Muscles</i></p>	<p><i>February/March/April</i></p>	<p><i>RF.K.1: Demonstrate understanding of the organization and basic features of print.</i></p> <p><i>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding and encoding words</i></p> <p><i>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p><i>RF.K.3c: Read high-frequency and sight words with automaticity.</i></p> <p><i>R.F.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills</i></p> <p><i>RL.K.7: With prompting and support, compare and contrast the adventures and experiences of character in familiar stories.</i></p> <p><i>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i></p>
<p><i>Becoming Avid Readers</i></p>	<p><i>May/June</i></p>	<p><i>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</i></p> <p><i>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</i></p> <p><i>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p> <p><i>RI.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</i></p> <p><i>RI.K.3: With prompting and support, describe the connection between two individual, events, ideas, or pieces of information in a text.</i></p> <p><i>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</i></p> <p><i>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i></p> <p><i>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p> <p><i>L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i></p>

Avon School
English Language Arts (Writing) Curriculum

Kindergarten

Curriculum Overview

Unit 1: Launching The Writing Workshop: The focus of this unit is on launching the writing workshop, and inviting students to live like writers. Kindergarten students will learn the structures and routines of the Writing Workshop, so that they may work and carry on independently. Students will have the opportunity to come up with story ideas from their own lives, and record these ideas on paper, using both pictures and letters or letter-like markings. The teacher will support a growing phonemic awareness among the students through direct teaching of strategies as well as interactive writing. Students will also have the opportunity to revise and publish their writing.

Unit 2: Writing For Readers: The focus of this unit is on teaching students how to tell organized, structured stories that proceed chronologically through the sequence of a small event. Kindergarten students will learn to find the true stories in their lives, and then to focus in on a small moment of that event. In addition to recording their stories using both drawings and words, kindergartners will be given the opportunity to tell a story, thus improving their oral language skills. The teacher will continue to support a growing phonemic awareness among the students through direct teaching of strategies as well as interactive writing. Students will also have the opportunity to revise and publish their small moment stories.

Unit 3: How To Books: The focus of this unit is on teaching students to write texts that teach others: specifically, procedural or how-to texts. This kind of writing lays the foundation for other informational writing, as most informational texts contain passages or chapters that are procedural in nature. Kindergarten students will learn about the crafting techniques that procedural writers employ in order to make sure their writing is clear and explicit. This unit also places an emphasis on writing in a way that is readable to others. Students will have the opportunity to revise and edit their How-To books before publishing them.

Unit 4: The focus of this unit is on teaching students to use their writing to teach others all they know about a topic of personal expertise. Kindergartners will write many "all-about" informational books, choosing one to publish at an "expert share fair" at the culmination of the study. Throughout the unit, children will learn to organize their information into subtopics, writing separate chapters for each category of information. They will learn a variety of strategies for elaboration and revision, including the incorporation of text features in purposeful ways. To develop their skills in considering their audience while writing, students will have the opportunity to work with partners.

Reference: Calkins, Lucy. Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. New Jersey Student Learning Standards, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. Curricular Framework, 2016.

Unit Title	Timeframe	New Jersey Student Learning Standards
Launching The Writing Workshop	September-October	<p><i>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</i></p> <p><i>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</i></p> <p><i>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Supporting Standards for unit:</i></p> <p><i>L.K.1.a Print many upper- and lowercase letters</i></p> <p><i>L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p><i>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</i></p> <p><i>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</i></p> <p><i>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p>
Writing For Readers	November-January	<p><i>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p> <p><i>W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</i></p> <p><i>L.K.1.a Print many upper- and lowercase letters.</i></p> <p><i>L.K.1.f Produce and expand complete sentences in shared language activities</i></p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</i></p> <p><i>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p>

<p><i>How To Books</i></p>	<p><i>February-March</i></p>	<p><i>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</i></p> <p><i>W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</i></p> <p><i>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p> <p><i>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i></p> <p><i>L.K.2.a Capitalize the first word in a sentence and the pronoun I</i></p> <p><i>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p> <p><i>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p> <p><i>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</i></p>
<p><i>Persuasive Writing of All Kinds</i></p>	<p><i>April-June</i></p>	<p><i>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</i></p> <p><i>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</i></p> <p><i>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i></p> <p><i>L.K.2.b Recognize and name end punctuation.</i></p> <p><i>L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships</i></p> <p><i>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</i></p>

Avon School
English Language Arts (Reading and Writing) Curriculum

First Grade

Curriculum Overview

Writing Units: “The first-grade units are written for children who are just tapping into their burgeoning powers as readers as well as writers, and believe they can do anything. Students begin with the always-popular unit *Small Moments: Writing with Focus, Detail, and Dialogue*. In this unit students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact. In *Unit 2, Nonfiction Chapter Books*, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. In *Unit 3, Writing Reviews*, students create persuasive reviews of all sorts—pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer’s opinion, and bolster their argument in convincing ways. In *From Scenes to Series: Writing Fiction*, the final unit of the Grade 1 series, students learn to “show, not tell” and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.”

-Units of Study for Teaching Reading, Grade 1

Reading Units: “The start of first grade is a time for dusting off the skills and habits that children learned during kindergarten. In the first unit, *Building Good Reading Habits*, you’ll reinforce children’s learning from kindergarten, and you’ll establish ability-based partnerships that tap into the social power of peers working together to help each other become more strategic as readers. The second unit, *Learning About the World: Reading Nonfiction*, taps into children’s natural curiosity as they explore nonfiction, while you teach comprehension strategies, word solving, vocabulary, fluency, and author’s craft. The third unit, *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension*, focuses on the reading process to set children up to read increasingly complex texts. The last unit of first grade, *Meeting Characters and Learning Lessons: A Study of Story Elements*, spotlights story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.”

-Units of Study for Teaching Writing, Grade 1

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards, 2016*.

Reference: New Jersey Department of Education Division of Teaching and Learning. *Curricular Framework, 2016*.

Unit Title	Timeframe	New Jersey Student Learning Standards
Unit 1: Building Good Reading Habits	September- October	RF.1.1, RF.1.2, RF.1.3, RF.1.4, RL.1.1, RL.1.7, SL.1.1, SL.1.3, L.1.4
Unit 1: Small Moments		W.1.3, W.1.5, W.1.8, RL.1.1, RL.1.7, SL.1.1, SL.1.2, SL.1.4, SL.1.5, L.1.1, L.1.2, RF.1.1, RF.1.2, RF.1.3
Unit 2: Learning About the World	October, November, December	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10
Unit 2: Nonfiction Chapter Books		W.1.2, W.1.5, W.1.7, RI.1.1, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RF.1.1, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.3, L.1.4, L.1.5, L.1.6
Unit 3: If Then.. Word Detectives	December- January	RF.1.2, RF.1.3, RF.1.4, RL.1.10
Unit 3: If Then.. Writing How-Tos		W.1.2, W.1.5, W.1.7, RL.1.1, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RF.1.1, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6
Unit 4: If Then.. Getting to Know Characters	January- February	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9
Unit 4: Writing Reviews		W.1.1, W.1.2, RI.1.8, SL.1.1, SL.1.4, L.1.1, L.1.2, L.1.5, W.1.5
Unit 5: Readers Have Big Jobs to Do	March- April	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RF.1.2, RF.1.3, RF.1.4, SL.1.2
Unit 5 If Then.. : Writing Songs & Poetry		RL.1.10, RI.1.8, SL.1.1, SL.1.4, L.1.1, L.1.2, L.1.5, W.1.6, W.1.5
Unit 6: Meeting Characters and Learning Lessons	April, May, June	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RF.1.2, RF.1.3, RF.1.4, RF.1.6, RF.1.7, SL.1.2
Unit 6: Writing Fiction		W.1.5, W.1.3, W.1.8, RL.1.1, RL.1.3, RL.1.10, RF.1.1, RF.1.4, L.1.1, L.1.2

Avon School
English Language Arts (Reading and Writing) Curriculum

Grade 2

Curriculum Overview

"In second grade, children move from a "little-kid" focus on print to a "big-kid" focus on meaning. The first unit, *Second-Grade Reading Growth Spurt*, teaches children to take charge of their reading, drawing on everything they know to figure out hard words, understand author's craft, and build big ideas about the books they read. Children learn that books can be their teachers in the second unit, *Becoming Experts: Reading Nonfiction*, in which they learn more about familiar topics and grow understanding of new topics while working on word solving, vocabulary development, and comparing and contrasting information across texts. In the third unit, *Bigger Books Mean Amping Up Reading Power*, children learn strategies to build three foundational reading skills—fluency, understanding figurative language, and comprehension. In the final unit for second grade, *Series Book Clubs*, children work within book clubs to study author's craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers." -Units of Study for Teaching Reading, Grade 2

"The second-grade units are written with seven-year-olds in mind. These youngsters are chomping at the bit for something new. They feel very big now and want work that feels big and important. That's what they'll get—this series invites second-graders into author studies that help them craft powerful true stories, science investigations and lab reports, and finally, into some very grown-up writing about reading. Across the writing genres, children learn to understand—and apply to their own writing—techniques they discover in the work of published authors. In *Lessons from the Masters: Improving Narrative Writing* students learn how to create engaging narratives by stretching out small moments and writing in detail. Unit 2, *Lab Reports and Science Books*, uses inspirational nonfiction texts to help students design and write about experiments and other scientific information. Unit 3, *Writing About Reading*, has students read closely and gather evidence from texts to craft persuasive arguments. The final unit, *Poetry: Big Thoughts in Small Packages* helps children explore and savor language. Students learn to use line breaks to express the meaning and rhythm they intend and use visualization and figures of speech to make their writing more clear and powerful." - Units of Study for Teaching Writing, Grade 2

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards, 2016*.

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Unit Title	Timeframe	New Jersey Student Learning Standards
Writing Unit 1: <i>Lessons from the Masters: Improving Narrative Writing</i>	MP1	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
Reading Unit 1	MP1	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
Writing Unit 2: <i>Lab Reports and Science Books</i>	MP 2	<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>

<p>Reading Unit 2: Becoming Experts: Reading Nonfiction</p>	<p>MP2</p>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p>Writing Unit 3: Writing About Reading</p>	<p>MP 3</p>	<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Reading Unit 3: Bigger Books Mean Amping Up Reading Powers</p>	<p>MP 3</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion</p>
<p>Writing Unit 4: Poetry: Big Thoughts in Small Packages</p>	<p>MP4</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

Reading Unit 4: Series Book Clubs	MP4	<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., group).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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Avon School
English Language Arts (Reading and Writing) Curriculum

Grade 3

Curriculum Overview

"The third-grade reading units support the crucial transition children make from learning to read to reading to learn. The opening unit, *Building a Reading Life*, launches students' lives as upper elementary school readers. Children ramp up their reading skills by immersing themselves in within-reach fiction books while working on word solving, vocabulary development, environment, and prediction. The second unit, *Reading to Learn: Grasping Main Ideas and Text Structures*, addresses essential skills for reading expository nonfiction, such as ascertaining main ideas, recognizing text infrastructure, comparing texts, and thinking critically, as well as the skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure. The third unit, *Character Studies*, lures children into fiction books, teaching them to closely observe characters, make predictions, and sharpen their skills in interpretation. The final unit, *Research Clubs: Elephants, Penguins, and Frogs, Oh My!*, shows students how to turn to texts as their teachers. Children work in clubs to gather, synthesize, and organize information about animals, and then use this information to seek solutions to real-world problems."

-Units of Study for Teaching Reading, Grade 3

"The third-grade writing units of study support students to write for longer spans of time and in larger quantities. The opening unit, *Crafting True Stories*, extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work. In the second unit, *The Art of Information Writing*, youngsters write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge. *Changing the World: Persuasive Speeches, Petitions, and Editorials* rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter. The final unit in third grade, *Once Upon a Time: Adapting and Writing Fairy Tales*, uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood."

-Units of Study in Opinion, Information, and Narrative Writing, Grade 3

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards*, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. *Curricular Framework*, 2016.

Unit Title	Timeframe	New Jersey Student Learning Standards
Unit 1: Building a Reading Life	September - November / 8 Weeks	W.3.1. W.3.2 W.3.3 W.3.4 RF.3.3 RF.3.4 RL.3.1. RL.3.2. RL.3.6 RL.3.7 RL.3.10 RI.3.1. A RI.3.2. RI.3.6 RI.3.10 SL.3.1 SL.3.2 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6
Unit 1: Crafting True Stories (Narratives)	September - November / 8 Weeks	W.3.3 W.3.4 W.3.5 W.3.8 W.3.10 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6 RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.7 RFS.3.4
Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures	November- January / 8 Weeks	RI.3.1. RI.3.2. RI.3.3. RI.3.4. RI.3.5. RI.3.6. RI.3.7. RI.3.8. RI.3.9. RI.3.10. RF.3.3. RF.3.4. SL.3.1 SL.3.2 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6
Unit 2: The Art of Informational Writing	November - January / 8 Weeks	W.3.2. W.3.4. W.3.5. W.3.8. W.3.10. RI.3.2. RI.3.3. RI.3.4. RI.3.8 L.3.1 L.3.2. L.3.3. L.3.6. SL.3.1. SL.3.3. SL.3.4. SL.3.6
Unit 3: Character Studies	January - March / 8 Weeks	RL.3.1. RL.3.2. RL.3.3. RL.3.4. RL.3.5. RL.3.6. RL.3.7. RL.3.8. RL.3.9. RL.3.10. RF.3.3. RF.3.4. W.3.3. SL.3.1. SL.3.2. SL.3.3. SL.3.4. SL.3.5. SL.3.6.
Unit 3: Persuasive Speeches, Petitions & Editorials	January - March / 8 Weeks	W.3.1 W.3.3 W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 L.3.1 L.3.2 L.3.3 L.3.6 SL.3.1 SL.3.2 SL.3.3 SL.3.4 RI.3.8 RI.3.10 RF.3.4
Unit 4: Research Clubs- Elephants, Penguins, and Frogs, Oh My!	April - June / 8 Weeks	W.3.2. W.3.3 L.3.1L.3.2L.3.3L.3.6W.3.5W.3.4W.3.7. W.3.8W.3.10RF.3.3RF.3.4RI.3.1RI.3.2. RI.3.3. RI.3.4. RI.3.5. RI.3.7. RI.3.8RI.3.9. RI.3.10. SL.3.1 SL.3.4.
Unit 4: Once Upon a Time- Adapting and Writing Fairy Tales	April - June / 8 Weeks	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5. RL.3.6 RL.3.7 RL.3.10 RF.3.4 W.3.3 W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10 SL.3.1 SL.3.2 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6

Avon School
English Language Arts (Reading and Writing) Curriculum

Grade 4

Curriculum Overview

"In the first unit, Interpreting Characters: The Heart of the Story, children study the complexity of characters and explore themes while developing skills such as inference and interpretation. In the second unit, Reading the Weather, Reading the World, children form research teams to delve into topics about extreme weather and natural disasters while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility. Children take on the challenge of researching history in the third unit, Reading History: The American Revolution. Children study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words. In the final unit for fourth grade, Historical Fiction Clubs, children practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading." -Units of Study for Teaching Reading, Grade 4

"Written for children on the cusp of writing more academic texts, the fourth-grade units familiarizes students with the genres they will regularly encounter throughout school—thesis-driven persuasive essays, literary essays, and research reports. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. In Unit 1, The Arc of Story: Writing Realistic Fiction, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell. This unit is followed by Boxes and Bullets: Personal and Persuasive Essays in which students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well. By Unit 3, Bringing History to Life, students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away. Unit 4, The Literary Essay: Writing About Fiction, brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction." -Units of Study for Teaching Writing, Grade 4

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards, 2016*.

Reference: New Jersey Department of Education Division of Teaching and Learning. *Curricular Framework, 2016*.

New Jersey Student Learning Standards

Unit Title	Timeframe	
Interpreting Characters: The Heart of the Story	MP1 (September - November)	<p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>
The Arc of Story: Writing Realistic Fiction	MP1 (September - November)	<p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.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.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>SL.4.4</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

<p>Reading the Weather, Reading the World</p>	<p>MP2 (November - February)</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>Boxes and Bullets: Personal and Persuasive Essays</p>	<p>MP2 (November - February)</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.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.) W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.10 Write routinely over extended time frames (time for research, reflection, meta-cognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>Reading History: The American Revolution</p>	<p>MP3 (February - April)</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

Bringing History to Life	MP3 (February - April)	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RL.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RL.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RL.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RL.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
Historical Fiction Clubs	MP4 (April - June)	<p>W.4.9a/b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RL.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
The Literary Essay: Writing About Fiction	MP4 (April - June)	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.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.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

Avon School
English Language Arts (Reading and Writing) Curriculum

5th grade

Curriculum Overview

"In the first unit, *Interpretation Book Clubs: Analyzing Themes*, students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme. In the second unit, *Tackling Complexity: Moving Up Levels of Nonfiction*, children investigate the ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. This unit emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. In the third unit, *Argument and Advocacy: Researching Debatable Issues*, students read complex nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues. In the final unit for fifth grade, *Fantasy Book Clubs: The Magic of Themes and Symbols*, students work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across their novels, and consider the implications of conflicts, themes, and lessons learned." - *Units of Study for Teaching Reading, Grade 5*

"The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position. Unit 1, *Narrative Craft*, helps students deliberately use their knowledge of narrative craft to make their stories more thematic. In Unit 2, *The Lens of History: Research Reports*, students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers. Building on these new skills, Unit 3, *Shaping Texts: From Essay and Narrative to Memoir* helps students grasp that form follows content, learning to take insights about their lives and decide whether these are best expressed in narratives, in essays, or in a hybrid genre created especially to convey the writer's content. In the concluding unit of this series, *The Research-Based Argument Essay*, fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action." - *Units of Study for Teaching Writing, Grade 5*

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards, 2016*.

Reference: New Jersey Department of Education Division of Teaching and Learning. *Curricular Framework, 2016*.

Unit Title	Timeframe	New Jersey Student Learning Standards
Launching Readers Workshop	2 weeks	W.5.9 RL.5.1.5.2.5.10 RF.5.3.5.4 SL.5.1.5.2.5.3.5.6 L.5.1.5.2.5.3.5.4.5.5.6
Writers Workshop Unit 1: Narrative Craft	4 weeks	W.5.3.5.4.5.5.7.5.8.5.9.5.10 RL.5.1.5.2.5.3.5.4.5.5.6.5.10 SL.5.1.5.2.5.4.5.6, L.5.1.5.2.5.3.5.5
Readers Workshop Unit 1: Interpretation Book Clubs	4 weeks	W.5.9 RL.5.1.5.2.5.3.5.4.5.5.6.5.7.5.8.5.9.5.10 RF.5.3.5.4 SL.5.1.5.2.5.3.5.4.5.5.6 L.5.1.5.2.5.3.5.4.5.5.6
Writers Workshop Unit 2: Information Writing- Feature Article	4 weeks	W.5.2.5.4.5.5.6.5.7.5.8.5.9.5.10 RI.5.1.5.2.5.3.5.4.5.5.6.5.7.5.9.5.10 SL.5.1.5.2.5.3.5.4.5.5 L.5.1.5.2.5.3.5.4.5.5.6
Readers Workshop: Unit 2 Tackling Complexity	4 weeks	W.5.7, 5.8, 5.9 RL.5.6 RI.5.2.5.3.5.4.5.5.6.5.7.5.8.5.9.5.10 RF.5.3.5.4 SL.5.1.5.2.5.3.5.4.5.5.6 L.5.1.5.2.5.3.5.4.5.5.6
Writers Workshop Unit 3: The Research-Based Argument Essay	5 weeks	W.5.1.A, W.5.1.B, W.5.1.C, W.5.1.D W.5.2.A, W.5.2.B, W.5.2.C, W.5.2.D, W.5.2.E W.5.6, W.5.7, W.5.10
Readers Workshop Unit 3: Argument and Advocacy	4 weeks	RI.5.2.5.5.8 RI.5.1.5.3.5.6.5.4.5.7.5.9; SL.5.1.5.2.5.3
Writers Workshop Unit 4: From Essay to Narrative to Memoir	5 weeks	W.5.1.5.3.5.4.5.5.5.10, RL.5.2.5.9.5.10, SL.5.1.5.2.5.3, L.5.1.5.2.5.3
Readers Workshop Unit 4: Fantasy Book Clubs	4 weeks	RL.5.1.5.2.5.3.5.4.5.5.6.5.7.5.8.5.9.5.10 RF.5.3.5.4 SL.5.1.5.2.5.3.5.4.5.5.6 L.5.1.5.2.5.3.5.4.5.5.6

Avon School
English Language Arts (Reading and Writing) Curriculum
Sixth Grade

Curriculum Overview

The following standards offer a focus for grade-level instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the duration of the school year. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reference: New Jersey Department of Education. New Jersey Student Learning Standards, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. Curricular Framework, 2016.

[New Jersey Student Learning Standards](#)

Unit Title	Timeframe	
<p style="text-align: center;">Unit 1: Launching the Reading Workshop and Writing Workshop</p>	<p style="text-align: center;">September</p>	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p style="text-align: center;">Unit 2: Reading: NonFiction Texts and Writing: Expository RAECT Essays</p>	<p style="text-align: center;">October, November, and December</p>	<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Unit 3: Reading: NonFiction and Writing: Research Simulation Task</p>	<p>January, February, and March</p>	<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit 4: Preparing for PARCC Assessments</p>	<p>March-April</p>	<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Unit 5: Reading: Analyzing Literature and Writing: Writing a Personal Narrative</p>	<p>May-June</p>	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit 6: Literature Groups</p>	<p>May-June</p>	<p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Avon School
English Language Arts (Reading and Writing) Curriculum

Seventh Grade

Curriculum Overview

The following standards offer a focus for grade-level instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the duration of the school year. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reference: New Jersey Department of Education. New Jersey Student Learning Standards, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. Curricular Framework, 2016.

New Jersey Student Learning Standards

Unit Title	Timeframe	
<p style="text-align: center;">Unit 1: Launching the Reading Workshop and Writing Workshop</p>	<p style="text-align: center;">September</p>	<p><i>RL.7.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p> <p><i>RL.7.3. Analyze how particular lines of dialogue or incidents in a story or drama interact.</i></p> <p><i>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</i></p> <p><i>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</i></p> <p><i>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i></p> <p><i>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</i></p> <p><i>RL.7.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</i></p> <p><i>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</i></p> <p><i>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</i></p> <p><i>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p> <p><i>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <p><i>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</i></p> <p><i>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p> <p><i>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</i></p> <p><i>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</i></p> <p><i>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</i></p> <p><i>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</i></p> <p><i>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</i></p> <p><i>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p> <p><i>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p><i>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i></p>

<p>Unit 2: Reading: NonFiction Texts and Writing: Expository RAECT Essays</p>	<p>October, November, and December</p>	<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5. 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<p>Unit 3: Reading: NonFiction Texts and Writing: Research Simulation Task</p>	<p>January, February, and March</p>	<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. 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<p>Unit 4: Preparing for PARCC Assessments</p>	<p>March-April</p>	<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. 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<p>Unit 5: Reading: Analyzing Literature and Writing: Writing a Memoir</p>	<p>May-June</p>	<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RI.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RI.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Unit 6: Literature Groups</p>	<p>May-June</p>	<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Avon School
English Language Arts (Reading and Writing) Curriculum

Eighth Grade

Curriculum Overview

The following standards offer a focus for grade-level instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the duration of the school year. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reference: New Jersey Department of Education. New Jersey Student Learning Standards, 2016.

Reference: New Jersey Department of Education Division of Teaching and Learning. Curricular Framework, 2016.

[New Jersey Student Learning Standards](#)

Unit Title	Timeframe	
<p style="text-align: center;">Unit 1: Launching the Reading Workshop and Writing Workshop</p>	<p style="text-align: center;">September</p>	<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. RL.8.9. Analyze and reflect on how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p style="text-align: center;">Unit 2: Reading: NonFiction Texts and Writing: Expository RAECT Essays</p>	<p style="text-align: center;">October, November, and December</p>	<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI.8.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Unit 3: Reading: NonFiction Texts and Writing: Research Simulation Task</p>	<p>January-February-March</p>	<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI.8.9. Analyze and reflect on two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit 4: Preparing for PARCC Assessments</p>	<p>March-April</p>	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Unit 5: Reading: Analyzing Literature and Writing: Writing a Memoir</p>	<p>May-June</p>	<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. RL.8.9. Analyze and reflect on how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit 6: Shakespeare and Literature Groups</p>	<p>May-June</p>	<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. RL.8.9. Analyze and reflect on how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>