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Duration: September/Week 1 - September/Week 4	
UNIT NAME: Unit 1: Building the Reading Life – The First 20 Days of the Workshop (PK-8 Reader/9-12 Literacy)	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Being able to read determines your future - Practice makes permanent - Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice) - Readers read from left to right and from top to bottom - Readers share with partners in a variety of ways - Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle - Readers are thinkers - Reader’s notebook is a powerful tool that can help organize your thinking - Determining central ideas and themes of a text deepens our understanding of the text - Readers can reread a book to find something they didn’t notice or think about - Readers focus on words at first, but when they reread tjtat cam focus on pictures - Readers, like writers, make movies as we read - Readers respond to reading with writing (coding/annotation with stickies) 	<p>Concepts:</p> <ul style="list-style-type: none"> - Questioning the text before, during and after reading - Relationships between illustrations and the story/text - Text types and structures - Character traits/attributes - Relationship or interaction of text elements - Central message, theme, lesson and moral in the text - Comparing and contrast text and specific aspects of text - Point of view of author, narrator and characters <p>Skills:</p> <ul style="list-style-type: none"> - Asking and answering text-based question, with or without prompting explicitly - Analyze the relationships between illustrations and story/text to describe (K-1), Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5)

<p>- Readers are curious about words and try to always understand what words and phrases mean</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What do I do when I do not understand what I read? (CCR.R.1) - What strategies do we use to understand what I read? - What does reading this text have to do with me? (CCR.R.2) - How do we determine central idea or theme of a text? - How do characters in a story respond to major events and challenges? (CCR.R.3) - What makes words powerful? (CCR.R.4) - What makes one book different from another? (CCR.R.5) - How does text structure shape meaning? Is it effective? Was the author effective? - How do efficient readers find and utilize text features? How would you evaluate or analyze its effectiveness? - What types of books do you tend to read? - Of the books you've read, which are your favorites? - What genres do you tend to shy away from? - How can you describe your reading volume and reading rate? <p>Which books have changed you some way? What about these books changed you? What was their message?</p> <p>What are your reading strengths? Challenges?</p>	<ul style="list-style-type: none"> - Analyze similarities and differences of text types and structures to recognize (K), Explain (1), describe (2), refer to text parts (3), explain major differences (4-5) - Analyze characters to identify (K), describe elements (1), describe character interaction (2) describe motivation an contributions to text (3), describe depth of with explicit detail (4), compare and contrast two or more with explicit detail (5) - Evaluate text(s) for relationships pr interactions between events, ideas, concepts, and individuals to describe (K-3), explain (4-5) using information from the text - Determine point of view in order to identify (K-1), acknowledge differences of (2), distinguish personal POV from characters (3), compare and contrast, describe narrators POV
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Duration: October/Week 5 - November/Week 9

UNIT NAME: Unit 2: Building the Writer's Life. Analyzing Craft and Structure – Deep analysis of how the author organizes the text and how the major sections contribute to the whole and development of ideas

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. <p>Essential Questions:</p> <ul style="list-style-type: none"> - Why should you think critically about the text? - How do elements of a story work together? Of a script? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Figurative meaning of words - Connotative meaning of words - Text structure (types of organization) - Narrative writing techniques <ul style="list-style-type: none"> - Pacing - Dialogue - Description - Relationship to major experiences, events, and characters - Sensory language - Figures of speech (literary, biblical, mythological allusions) found in context

	<ul style="list-style-type: none"> - Dramatic and poetic structures (Soliloquy and - - - Sonnet Structure – how to analyze relationship to meaning) <p>Skills:</p> <ul style="list-style-type: none"> - Use figurative and connotative knowledge to determine meaning of words and phrases - Analyze text types and structures to evaluate the author’s use for organization – how effective - Write narratives using techniques to develop the experiences, events and characters - Interpret literary and biblical figures of speech (beyond idioms) - Use grade appropriate spelling - Use grade level appropriate conventions of standard English - Understand and use figurative language, word relationships and nuances in words (shades of meaning)
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Duration: November/Week 10 - December/Week 16

UNIT NAME: Unit 3: The Making of a Good Story – Characters through history – impact on setting on character Strategies: Synthesizing Skills: Analysis of Narrator and Character(s) Point of View, Compare and Contrast, Vocabulary Analysis of how and why individuals, events and ideas develop and interact over the course of the text

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these text independently and proficiently. Writers depend on a variety of devices and techniques to craft a good story. - Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. - Word parts are clues to word meaning. - Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What makes a story worth reading? 	<p>Concepts:</p> <ul style="list-style-type: none"> - How the author develop point of view of multiple characters or narrator - How to use narrative techniques (dialogue, pacing, description) <ul style="list-style-type: none"> - experiences - events - characters - How to use precise words and phrases, relevant descriptive details, sensory language, action, experiences, and events in writing - How to pose questions that elicit elaboration relevant observations and relevant ideas - How to use Greek or Latin affixes as clues to meaning - How to analyze how author’s alter history in fictional portrayals of similar events <p>Skills:</p> <ul style="list-style-type: none"> - Analyze (how author develops point of view of characters or narrators) - Analyze (how author contrasts point of view of characters or narrators)

<ul style="list-style-type: none"> - What is courage? What does it mean to be courageous? - How can reading about the courage of real people inform our understanding of courageous literary characters? - How do we engage in meaningful conversation? - How can a word reveal its meaning? 	<ul style="list-style-type: none"> - Use (narrative techniques) to develop (experiences, events, and/or characters) - Use (precise words and phrases) - Use (relevant descriptive details) - Use (sensory language) <ul style="list-style-type: none"> - capture (action) - convey (experiences) - convey (events) - Pose (questions that elicit elaboration) respond to questions or ideas presented in discussion (with relevant observations and ideas) - Use (Greek or Latin affixes and roots as clues to the meaning of a word) - gather and present ideas and information appropriately in a classroom setting - use appropriate protocol when asking questions, e.g. take turns and remain on topic - Define courage. - Read and discuss fictional and informational texts about people, real and fictional, that face conflict. - Explain how knowing the historical context of a story may enhance your understanding of a story. <p>Analyze two accounts of the same event and describe important similarities and differences in the details they provide.</p> <p>Explain how an author's style can help convey the theme of their stories, poems, or speeches.</p> <p>Compare and contrast Anne Frank: The Diary of a Young Girl to dramatic interpretations for stage and screen.</p>
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Duration: December/Week 17 - January/Week 21

UNIT NAME: Unit 4: Heroes, Gods and Monsters – Analysis courage in the face of adversity of each across genre and texts Strategies: Making Connection, Summarizing, Analysis of Visual Literacy

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Out character is revealed by the challenges we face - The choice we make can have a negative or positive impact on others - Everyone has the potential to be a hero - Heroes often have supernatural powers. - Characters can be gods, goddesses, dragons, fairies, monsters, etc. - Monsters threaten the hero. - Myths can provide explanations for natural occurrences in our world <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - How to determine the central idea in a text - How to analyze diverse media and formats for main idea and details - Precise and concise language - Informative/Explanatory writing (development of a topic) - How to clarify unknown words (grade appropriate strategies) <p>Skills:</p> <ul style="list-style-type: none"> - Analyze the text to determine central idea or theme

<ul style="list-style-type: none"> - How do the character’s choices affect others? - Why is it important to persevere in times of adversity? - What makes a hero? - How do you identify good writing technique? 	<ul style="list-style-type: none"> - Evaluate film representation of a text to analyze faithfulness to text, departures from text or script and discuss choices actors and directors made (interpretations of text) - Write an informative/explanatory piece developing the topic with relevant facts, definitions, details and quotes - Use grade appropriate spelling - Use grade appropriate conventions of English - Clarify unknown words when presented in text
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Duration: February/Week 22 - March/Week 27

UNIT NAME: Unit 5: Finding the Evidence in (Mysteries, Forensics, Archeology – Thinking Like a Historian)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Mysteries that have been solved help to investigate the unsolved mysteries <p>Essential Question:</p> <ul style="list-style-type: none"> - How do strategies for solving math problems compare with strategies for solving mysteries? 	<p>Concepts:</p> <ul style="list-style-type: none"> - How to cite text evidence - How to analyze similar topics across presentations and text - Argumentative/opinion writing - Claim, opposing claim, reasons, evidence - How to locate, evaluate and use credible sources - Connotation of words - Denotation of words - How to determine author’s point of view - Conventions of English - How to trace (follow/outline) an argument presented in the text <p>Skills:</p> <ul style="list-style-type: none"> - Cite textual evidence to support analysis of text - Analyze multiple texts and authors writing about same topic. Evaluate presentation of key information, emphasis of different evidence, interpretations of facts - Trace and evaluate an argument presented in a text - Write an argumentative/opinion piece introducing a claim that is organized with reasons and evidence in a logical manner. - Support with accurate, relevant evidence - Conduct research and evaluate sources for credibility and validity - Distinguish between connotations and denotation - Determine author’s point of view presented in a text - Apply appropriate conventions of standards of English - Determine or clarify unknown words

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Duration: March/Week 28 - April/Week 34

UNIT NAME: Unit 6: Conducting Research (to investigate a topic and communicate the findings for a purpose)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Read and Comprehend complex literary and informational texts independently and proficiently. - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the texts. - Conduct short was well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. - Draw evidence from literary or informational texts to support analysis, and research. - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. - Effective writing is the result of a multi-- stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is a sound claim or argument? - How do I choose important information? - How do I organize (develop) my writing? - How do I form and narrow or broaden inquiries? - How do I find answers to my inquiries? - How do I apply my new learning to my writing? - What strategies can I use to further my understanding? - How do I support my conclusions? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Informative/explanatory writing - How to use facts and details, definitions, quotes to develop a topic - How to locate and use domain specific vocabulary - How to conduct research <ul style="list-style-type: none"> - gather relevant information from multiple sources - assess credibility and accuracy - quote and paraphrase - avoid plagiarism - Figurative and connotative meaning of words (alliteration) - How to analyze multiple authors and texts for presentation of similar ideas delineating interpretation of facts - How to assess if claims and reasons presented in text are "sound" <p>Skills:</p> <ul style="list-style-type: none"> - Write informative/explanatory pieces with a developed topic, relevant facts, definitions, concrete details and quotations. - Use fact, definitions and quotes to develop a topic - Conduct research for a specific topics - Analyze multiple texts and authors for presentation and interpretation of similar topics or themes - Assess whether claims presented in texts are "sound" <ul style="list-style-type: none"> - Accurate - Valid - Support by reasons, credible sources

- What text-features should a writer include?
- How do I write without plagiarizing?
- What is the research process, and how can I use it to guide my research project?
- How do I create questions to guide my research?
- What can I use to find what I need and where are the sources located?
- How can I find information within sources and take notes?
- How can I document the sources I use?
- How will I present my research?
- How will I know if I did my job well?
- How do I supply information to my audience? (quotes, vocab, definition, ect. Ect.)
- What makes a source valid, credible, and accurate?
- How can I determine the validity, credibility and accuracy of a source?
- How do I gather relevant information from multiple print and digital resources?
(note taking)
- How do I synthesize my research?
- How can I effectively contribute to the discussion/conversation?