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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)**

<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Being able to read determines your future</li> <li>- Practice makes permanent</li> <li>- Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice)</li> <li>- Readers read from left to right and from top to bottom</li> <li>- Readers share with partners in a variety of ways</li> <li>- Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle</li> <li>- Readers are thinkers</li> <li>- Reader's notebook is a powerful tool that can help organize your thinking</li> <li>- Determining central ideas and themes of a text deepens our understanding of the text</li> <li>- Readers can reread a book to find something they didn't notice or think about</li> <li>- Readers focus on words at first, but when they reread they can focus on pictures</li> <li>- Readers, like writers, make movies as we read</li> <li>- Readers respond to reading with writing (coding/annotation with stickies)</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- Questioning the text before, during and after reading</li> <li>- Relationships between illustrations and the story/text</li> <li>- Text types and structures</li> <li>- Character traits/attributes</li> <li>- Relationship or interaction of text elements</li> <li>- Central message, theme, lesson and moral in the text</li> <li>- Comparing and contrast text and specific aspects of text</li> <li>- Point of view of author, narrator and characters</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Asking and answering text-based question, with or without prompting explicitly</li> <li>- 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)</li> <li>- Analyze similarities and differences of text types and structures to recognize (K),</li> </ul>

- Readers are curious about words and try to always understand what words and phrases mean

**Essential Questions:**

- What do I do when I do not understand what I(we) 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 the 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?
- Which books have changed you some way? What about these books changed you? What was their message?
- What are your reading strengths? Challenges?

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 and 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 or 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

**Duration: October/Week 5 - November/Week 12**

**UNIT NAME: Unit 2: Playing with Words: Examining Powerful Words, Language and Aesthetic Elements (in poetry and drama)**

**Big Ideas/Essential Questions**

**Big Ideas:**

- Poetry is a literary form of art, evoked in language.
- Words are powerful
- Word study, including the derivation of words, is on-going and occurs in all content areas and fields of interest.

**Essential Questions:**

- Why [and how] do we play with language?"
- What is the difference between a poem and poetry?
- What makes words powerful?

**Concepts/Skills**

**Concepts:**

- Difference between poems and poetry
- How to engage in collaborative discussions
- How to analyze text theme and the interaction of elements with the theme
- How to quote from a text to demonstrate explicit understanding
- Figurative language (simile and metaphor)

**Skills:**

- Apply understanding of poetic devices (e.g., figurative language), word relationships, and nuances in word meanings in one's own writing of original poems.
- Develop an opinion about authors' use of figurative language and present it in an

	<p>opinion essay.</p> <ul style="list-style-type: none"> <li>- Determine theme of the text</li> <li>- Explain how/why characters respond to challenges in the text</li> <li>- Apply word-solving strategies when reading to decode simple words and complex words in context and out of context (e.g., word analysis, letter-sound correspondence, syllabication patterns, morphology such as roots and affixes rules).</li> <li>- Use tools to assist in accurate pronunciation of unknown words (e.g., dictionary guides, on-line or technological pronunciation devices).</li> </ul>
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**Duration: December/Week 13 - January/Week 19**

**UNIT NAME: Unit 3: Renaissance Thinking: Finding information to explore and support ideas in research writing (Compare and contrast)**

<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Science is a means of understanding the world (was embraced during the Renaissance Period as such)</li> <li>- Renaissance is a rebirth and rediscovery</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- How does creativity change the world?</li> <li>- What does the word Renaissance mean to you?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- (that) Stories can have different approaches to similar themes and topics</li> <li>- How key details support the Main Idea</li> <li>- Summarization of the text</li> <li>- How to speak about a subject with knowledge, information from several texts</li> <li>- How to write informative/explanatory texts</li> <li>- How to engage in collaborative conversations</li> <li>- How to evaluate primary sources</li> <li>- How to conduct research (scientist and their inventions)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Read and compare information learned from fiction and nonfiction books in order to analyze the author's approach</li> <li>- Compare and contrast historical fiction stories to the primary source documents on the same event or time period</li> <li>- Describe the value of primary source documents when studying a historical period, such as the Renaissance (e.g., Leonardo's notebook).</li> <li>- Conduct research and develop/present a multimedia presentation that integrates information from more than one source (e.g., on an inventor of choice); anticipate and respond to questions from classmates.</li> <li>- Explain the historical context surrounding an invention of choice, based on information gathered from multiple print or digital sources.</li> <li>- Define related words and identify their parts of speech (e.g., inventor, invention, venue, innovator, innovative, innovate, new, etc.).</li> </ul>

**Duration: January/Week 20 - March/Week 27**

<b>UNIT NAME: Unit 4: What's Your Position? How an author uses reasons and evidence to support an argument, claim and influence readers</b>	
<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- An argument establishes a position on a topic and argues it by presenting research and evidence</li> <li>- One cannot argue indisputable facts</li> <li>- Make sure your topic is worth arguing</li> <li>- Arguing a topic requires accurate research</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What is your position (feeling/stance) on school uniforms? What evidence do you have to support your conclusion?</li> <li>- How can we support our opinion?</li> <li>- How can you show/illustrate to your reader that you have considered all sides of the topic?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- Point of view of an author in the text</li> <li>- Main Idea and Detail – how to determine multiple main ideas in text</li> <li>- How to use reference materials to locate information for clarification</li> <li>- Asking and answering questions in collaborative discussions</li> <li>- How to integrate information from several sources</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Determine point of view of an author in the text</li> <li>- Determine multiple main ideas in text</li> <li>- Use reference materials to locate information for clarification</li> <li>- Ask and answer questions in collaborative discussions</li> <li>- Integrate information from several sources</li> <li>- Conduct research and argue/dispute a claim</li> </ul>

<b>Duration: March/Week 28 - April/Week 34</b>	
<b>UNIT NAME: Unit 5: Perseverance – Uncovering (Analysis) of Meaning and Messages of characters throughout historical events, cultures and experiences</b>	
<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Being able to read determines your future</li> <li>- Practice makes permanent</li> <li>- We make decisions to not give up. We have a choice.</li> <li>- Having the courage to overcome a challenge can affect the life/lives of others (past, present or future)</li> <li>- Despite the difficulties/obstacles, historical figures persevered and changed the way we live</li> <li>- We learn from other people and their persistence to overcoming challenges</li> <li>- Living with a purpose can make life worth living</li> <li>- Through analysis and understanding of the past, I can learn how to persist</li> <li>- Characters interact within the literary elements and change as the story develops</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What is perseverance?</li> <li>- How does perseverance affect me?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- Character Attributes (Gr. K)</li> <li>- Author's development of characters and their interaction with events, individuals and ideas (Gr. K)</li> <li>- Story Structure (Gr. 1)*</li> <li>- Point of View (Gr. 2)</li> <li>- Central Ideas and Themes (Gr. – details, Gr. 2 – main topic)</li> <li>- Use of evidence in the text (Gr. K)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Analysis of characters and their interaction with events, individuals and ideas and how they change over the course of the story</li> <li>- Draw upon implicit and explicit information from the text and author to summarize, analyze, determine, compare and contrast</li> <li>- Read closely to analyze perspective, determine main idea and supportive key details to summarize, compare and contrast</li> </ul>

- How does perseverance affect the world around me?
- How can showing perseverance have an impact on others around you?
- How can having perseverance affect the outcome of life's challenges?
- How have others persevered?
- How does perseverance shape history? Shape characters?
- How have people's perseverance impacted our rights?
- How can I help portray the perseverance of others through history?
- In what ways are perseverance portrayed in the museum?
- How do characters in a story respond to major events and challenges? How do major events shape the character?

**Duration: May/Week 36 - June/Week 42**

**UNIT NAME: Unit 6: Studying the lives of others (in order to express ourselves and our life experiences) Studying the lives of Scientists (and their Related Fields)**

**Big Ideas/Essential Questions**

Big Ideas:

- Informational 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.
- Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in texts and empower the reader to make informed choices in life.
- Words create impressions, images and expectations. Recognizing and reading words, their inflections and roots can transform the world.
- Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.
- Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and gain new knowledge for specific purposes. Writers gather and evaluate information to support their analysis. Writers respect the intellectual property rights of creators and producers.

Essential Questions:

- What is your place in history? What makes you memorable? What mark/effect/

**Concepts/Skills**

Concepts:

- How to use precise language/specific vocabulary words to inform/explain a topic
- Topics are developed with facts, definitions, details and quotes
- How to quote the text
- How to decipher unknown words and multiple meanings of words
- Topics can be examined by writing informative/explanatory texts
- How to convey ideas and information clearly
- What legacy will you leave?

Skills:

- Conduct research on people of interest (e.g., notable scientists), selecting and citing the most relevant and useful information gathered, and making a plan for presenting your findings.
- Devise ways to present research using available digital resources (i.e., multimedia presentations); present findings to the class or to a wider audience.

<p>impact will you leave on others? - What life lessons can we learn from reading about the lives of others? - How can we determine which sources will provide credible information about famous people?</p>	
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