Curriculum Map: Riverview Fourth Grade Curriculum Map
Course: English/Language Arts Grade 4
Grade(s): Fourth Grade

Course Description:

Reading-Students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text, with emphasis on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. Students explore the theme of texts and begin to move from integrating information from one text to several texts. They read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Writing-Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Students write for a range of purposes including informative/explanatory, opinion/argumentative, narrative, and response to literature. Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. With guidance and support from peers and adults, the students will develop and strengthen writing as needed by planning, revising, and editing. They select and sometimes adapt basic forms to meet specific requirements reflective of topic, audience, purpose, and form. They increase their use of technology, including the internet.

Speaking and Listening-Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Course Student Learning Outcomes:

Reading

1. Read with accuracy and fluency to support comprehension using grade-level phonics and word analysis skills in decoding words.

2. Determine the main idea or theme of a text and explain how it is supported by key details both explicit and inferred; summarize the text. (informational and literature)

3. Compare and contrast two sources with emphasis on point of view, genre, author's purpose, literary elements, or content. (informational and literature)

4. Use text structure to interpret information.

5. Interpret and integrate information from two sources to demonstrate understanding of the topic.

6. Read and comprehend literary fiction, literary nonfiction and informational text on grade level, reading independently and proficiently.

7. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

8. Explain major differences between poems, drama, and prose and refer to the

structural elements of each when writing or speaking about a text.

9. Determine the meaning of words and phrases in grade-level text, including figurative language and unknown words choosing flexibly from a range of strategies and tools. (informational and literature)

10. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases. (informational and literature)

Writing

1. Write informative/explanatory, opinion/argumentative, and narrative texts to examine and develop a topic and convey ideas and information clearly and precisely using purpose-specific organizational structures.

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

3. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

4. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.

5. With guidance and support, use a variety of digital tools to produce and publish writing.

6. Informational Text-Develop and/or research a topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

7. Opinion/Argumentative-Introduce the topic and state an opinion on the topic by providing reasons that are supported by facts and details.

8. Narrative-Write narratives to develop real or imagined experiences or events while using dialogue and descriptions to develop experiences and events or show the responses of characters to situations.

9. Response to Literature/Test Writing-Draw evidence and cite relevant details from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational. (text dependent analysis)

Speaking and Listening

1. Students present appropriately in formal and informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Course Essential Questions:	1. How do strategic readers create meaning from informational and literary text?
	2. What is the text really about?
	3. How do readers know what to believe?

4. How does what readers read influence how they should read it?

5. How does a reader's purpose influence how text should be read?

6. How will one develop comprehension skills to understand various types of literature and informational text?

7. How will comprehension enhance critical thinking?

8. How do readers know what to believe in what they read, hear, and view?

9. How does interaction with text provoke thinking and response?

10. What do good listeners do?

11. How do active listeners make meaning?

12. How do active listeners know what to believe in what they hear?

13. How do task, purpose, and audience influence how speakers craft and deliver a message?

14. How do speakers employ language and utilize resources to effectively communicate a message?

15. What does a reader look for and how can s/he find it?

16. How does a reader know a source can be trusted?

17. How does one organize and synthesize information from various sources?

18. How does one best present findings?

19. What makes clear and effective writing?

20. What is the purpose?

21. Who is the audience?

22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?

24. How do grammar and the conventions of language influence spoken and written communication?

25. Why learn new words?

26. What strategies and resources does the learner use to figure out unknown vocabulary?

27. How does one develop and refine vocabulary?

Course Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Course Academic Vocabulary:

1. Main Idea
2. Key Details
3. Inference
4. Prediction
5. Genre
6. Author's Purpose (persuade, inform, entertain)
7. Point of View (first person, second person, third person)
8. Topic
9. Theme
10. Plot Events

   1. Exposition
   2. Conflict
   3. Rising Action
   4. Climax/Turning Point
   5. Falling Action
   6. Resolution

11. Character
12. Setting
13. Compare and Contrast
14. Text Structure

   1. Chronological Order/Sequence/Time Order
   2. Compare and contrast
   3. Cause and effect
   4. Problem/solution or Question/Answer
   5. Descriptive

15. Graphic Organizers
16. Fact and opinion
17. Summarizing
18. Using reference sources
19. Synonyms and antonym
20. Context Clues
21. Text-based Evidence
22. Text Dependent Analysis
23. Connections (text-text, text-self, text-world)
24. Folktales

   1. Fairy Tales
   2. Myths
   3. Fables
   4. Tall Tales
   5. Legends
   6. Pourquoi Tales

25. Figurative Language
26. Primary and Secondary Sources
27. Stanza
28. Text Features

   1. Diagram/Maps/Graphics/Infographics
   2. Heading
   3. Caption
   4. Titles
   5. Sidebars
   6. Subheadings
   7. Bold Print
   8. Italic
   9. Map Keys
   10. Bullets
   11. Table of Contents/Index/Glossary

29. Text/Passage/Story/Piece/Selection
30. Persuasive
31. Position Statement
32. Intro/Introduction
33. Conclusion
34. Transition Words
35. Rubric
36. Elaboration
37. Graphic Organizer

Course Long Term Transfer Goals:	Students will be able to independently use their learning to: 1. Comprehend and evaluate complex texts across a range of types and disciplines. 2. Be a critical consumer of text and other media to recognize, understand, and

appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Becoming a Close Reader and Writing to Learn

Unit Description:

Use relevant elements of Unit 7 (Literary Analysis).

Students focus on reading and listening to literature. They use informational texts to gather specific details, determine central ideas, and reinforce reading fluency. Students read informational text with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency.

Students read literary text to develop an understanding of setting, characterization, theme, and informational writing. They read within a variety of genres, often comparing and contrasting multiple texts on the same topic. They write to demonstrate understanding of multiple topics and produce numerous pieces over short and extended time frames.

Unit Student Learning Outcomes:

Reading

1. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

2. Determine the main idea or theme of a text and explain how it is supported by key details both explicit and inferred; summarize the text. (Informational and literature)

3. Interpret and integrate information from two sources to demonstrate understanding of the topic.

4. Compare and contrast two sources with emphasis on point of view, genre, author's purpose, literary elements, or content.   (informational and literature)

5. Read with accuracy and fluency to support comprehension using grade-level phonics and word analysis skills in decoding words.

6. Determine the meaning of words and phrases in grade-level text, including figurative language and unknown words choosing flexibly from a range of strategies and tools.

(informational and literature)

Writing

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

2. Response to Literature/Test Writing-Draw evidence and cite relevant details from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational.

3. With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

5. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.

6. Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic. Opinion and Narrative: Choose words and phrases to convey ideas precisely.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How will one develop comprehension skills to understand various types of literature and informational text?
7. How will comprehension enhance critical thinking?
8. How do readers know what to believe in what they read, hear, and view?
9. How does interaction with text provoke thinking and response?
10. What do good listeners do?
11. How do active listeners make meaning?
12. How do active listeners know what to believe in what they hear?
13. How do task, purpose, and audience influence how speakers craft and deliver a message?
14. How do speakers employ language and utilize resources to effectively communicate a message?
15. What does a reader look for and how can s/he find it?
16. How does a reader know a source can be trusted?
17. How does one organize and synthesize information from various sources?
18. How does one best present findings?
19. What makes clear and effective writing?
20. What is the purpose?
21. Who is the audience?
22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?
24. How do grammar and the conventions of language influence spoken and written communication?
25. Why learn new words?
26. What strategies and resources does the learner use to figure out unknown vocabulary?
27. How does one develop and refine vocabulary?

Unit Big Ideas:

28. Effective readers use appropriate strategies to construct meaning.
29. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
30. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
31. Effective speakers prepare and communicate messages to address the audience and purpose.
32. Effective research requires the use of varied resources to gain or expand knowledge.
33. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
34. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
35. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

See Course Academic Vocabulary

Custom Field 3:

Misconceptions	Proper Conceptions
Students feel close reading is "racing through the passages" and retelling information. Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.	Students will be required to do a "close reading of text" through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation using text evidence to support their responses. Students should be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author's interpretation or based on factual information - drawing information from the text to support their conclusions.

STANDARDS
STATE: PA Core Standards (2014)

Standard	Description
CC.1.1.4.D (Introduced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Introduced)	Read with accuracy and fluency to support comprehension:
CC.1.2.4.A (Introduced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Introduced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.F (Introduced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.G (Introduced)	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.2.4.L (Introduced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.B (Introduced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C (Introduced)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.I (Introduced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.4.4.A (Introduced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.E (Introduced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.P (Introduced)	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.4.T (Introduced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Unit: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Unit Description:

Use relevant elements of Unit 7 (Literary Analysis).

Students read various historical nonfiction text sets related to a topic. They make inferences, summarize informational text, and conduct basic research (note-taking and pulling together information from a variety of texts). They synthesize information from multiple sources and integrate research into their writing. Students also participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes the topic they investigated. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Unit Student Learning Outcomes:

1. Integrate information from two texts on the same topic, determine a theme of a text from its details, as well as summarize the texts.
2. Write narratives to develop real or imagined experiences or events while using technology to produce and publish writing with some guidance and support.
3. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly to tell a story or recount an experience in an organized manner.
4. Speak clearly with adequate volume, appropriate pacing, and clear pronunciation while describing details to support main ideas or themes and differentiate between contexts that require formal English and informal situations.
5. Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.
6. Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
7. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
8. Determine a theme of a text from details in the text; summarize the text.
9. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
10. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
11. With some guidance and support, 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.
12. 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.
13. Engage effectively in a range of collaborative discussions on grade level topics

and texts, building on others' ideas and expressing their own clearly.

14. 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 with adequate volume, appropriate pacing, and clear pronunciation.

15. Differentiate between contexts that require formal English versus informal situations.

Unit Essential Questions:

16. How do strategic readers create meaning from informational and literary text?
17. What is this text really about?
18. How do readers know what to believe?
19. How does what readers read influence how they should read it?
20. How does a reader's purpose influence how text should be read?
21. How will one develop comprehension skills to understand various types of literature and informational text?
22. How will comprehension enhance critical thinking?
23. How do readers know what to believe in what they read, hear, and view?
24. How does interaction with text provoke thinking and response?
25. What do good listeners do?
26. How do active listeners make meaning?
27. How do active listeners know what to believe in what they hear?
28. How do task, purpose, and audience influence how speakers craft and deliver a message?
29. How do speakers employ language and utilize resources to effectively communicate a message?
30. What does a reader look for and how can s/he find it?
31. How does a reader know a source can be trusted?
32. How does one organize and synthesize information from various sources?
33. How does one best present findings?
34. What makes clear and effective writing?
35. What is the purpose?
36. Who is the audience?
37. What will work best for the audience?
38. How do learners make decisions concerning formal and informal language in social and academic settings?
39. How do grammar and the conventions of language influence spoken and written communication?
40. Why learn new words?
41. What strategies and resources does the learner use to figure out unknown vocabulary?
42. How does one develop and refine vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:	See Course Academic Vocabulary

Custom Field 3:	**Misconceptions**	**Proper Conceptions**
	Students generally feel the knowledge they have about a topic or subject is correct and their personal experiences that are not always related to text can be very entrenched in student thinking. In addition, new experiences are interpreted through these erroneous understandings, thereby interfering with being able to correctly grasp new information. Some students believe that writing is an inborn talent: either you have it, or you do not. They believe that some people inherit a so-called writing gene, while others do not have this "gift" and will never be able to write well.	Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses. Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.

STANDARDS
STATE: PA Core Standards (2014)

CC.1.1.4.D (Introduced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Introduced)	Read with accuracy and fluency to support comprehension:
CC.1.2.4.C (Introduced)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.3.4.A (Introduced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.4.4.M	Write narratives to develop real or imagined experiences or events.

CC.1.4.4.U (Introduced)	With some guidance and support, 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.
CC.1.4.4.W (Introduced)	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.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Introduced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.D (Introduced)	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 with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Introduced)	Differentiate between contexts that require formal English versus informal situations.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Unit Description: Use relevant elements of Unit 7 (Literary Analysis).

Students will further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources with an emphasis on making inferences, summarizing and conducting basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories). Students will synthesize information from multiple sources as they write a research-based informational text. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Unit Student Learning Outcomes:

1. Compare and contrast an event or topic told from two different points of view and integrate information from two texts on the same topic.
2. Write informative texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. The informative text pieces will have related information grouped in paragraphs and sections, linking ideas within categories of information using words and phrases while providing a concluding statement or section.
3. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
4. Compare and contrast an event or topic told from two different points of view.
5. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
6. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
7. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
8. With some guidance and support, 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.
9. 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.
10. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
11. 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 with adequate volume, appropriate pacing, and clear pronunciation.
12. Differentiate between contexts that require formal English versus informal situations.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What is the text really about?
3. How do readers know what to believe?

4. How does what readers read influence how they should read it?

5. How does a reader's purpose influence how text should be read?

6. How will one develop comprehension skills to understand various types of literature and informational text?

7. How will comprehension enhance critical thinking?

8. How do readers know what to believe in what they read, hear, and view?

9. How does interaction with text provoke thinking and response?

10. What do good listeners do?

11. How do active listeners make meaning?

12. How do active listeners know what to believe in what they hear?

13. How do task, purpose, and audience influence how speakers craft and deliver a message?

14. How do speakers employ language and utilize resources to effectively communicate a message?

15. What does a reader look for and how can s/he find it?

16. How does a reader know a source can be trusted?

17. How does one organize and synthesize information from various sources?

18. How does one best present findings?

19. What makes clear and effective writing?

20. What is the purpose?

21. Who is the audience?

22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?

24. How do grammar and the conventions of language influence spoken and written communication?

25. Why learn new words?

26. What strategies and resources does the learner use to figure out unknown vocabulary?

27. How does one develop and refine vocabulary?

Unit Big Ideas:	1. Effective readers use appropriate strategies to construct meaning.
	2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize

information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:	See Course Academic Vocabulary

Custom Field 3:

Misconceptions	**Proper Conceptions**
Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level. Nor do they ask themselves "Is my argument clear, is it interesting?"	The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

STANDARDS
STATE: PA Core Standards (2014)

CC.1.1.4.E (Introduced)	Read with accuracy and fluency to support comprehension:
CC.1.2.4.D (Introduced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.4.4.A (Introduced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.C (Introduced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.4.D (Introduced)	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to

	aiding comprehension.
CC.1.4.4.U (Introduced)	With some guidance and support, 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.
CC.1.4.4.W (Introduced)	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.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Introduced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.D (Introduced)	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 with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Introduced)	Differentiate between contexts that require formal English versus informal situations.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Unit Description:	Use relevant elements of Unit 7 (Literary Analysis).
	Students engage in reading, writing, listening and speaking to build knowledge. Students begin by reading basic informational texts. They then read out loud and perform a short Readers Theater (written for classroom use) while learning the structural elements of drama and practicing reading fluently. Students have the opportunity to read science texts closely which gives them a chance to examine the structure, text features, and analyze concepts in scientific writing. Students write routinely and explain their findings of scientific experiments. They write an expanded piece allowing them to write an editorial expressing an opinion relating to the findings from their informational reading.

Unit Student Learning Outcomes:	1. Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

1. Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
2. Compare and contrast an event or topic told from two different points of view while integrating information from two texts on the same topic to demonstrate understanding.
3. Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose.
4. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others ideas and expressing their own clearly.
5. Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.
6. Refer to details and examples in text to support what the text says explicitly and make inferences.
7. Explain how an author uses and evidence to support particular points in a text.
8. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
9. Compare and contrast an event or topic told from two different points of view.
10. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
11. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
12. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
13. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
14. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?

2. What is the text really about?

3. How do readers know what to believe?

4. How does what readers read influence how they should read it?

5. How does a reader's purpose influence how text should be read?

6. How will one develop comprehension skills to understand various types of literature and informational text?

7. How will comprehension enhance critical thinking?

8. How do readers know what to believe in what they read, hear, and view?

9. How does interaction with text provoke thinking and response?

10. What do good listeners do?

11. How do active listeners make meaning?

12. How do active listeners know what to believe in what they hear?

13. How do task, purpose, and audience influence how speakers craft and deliver a message?

14. How do speakers employ language and utilize resources to effectively communicate a message?

15. What does a reader look for and how can s/he find it?

16. How does a reader know a source can be trusted?

17. How does one organize and synthesize information from various sources?

18. How does one best present findings?

19. What makes clear and effective writing?

20. What is the purpose?

21. Who is the audience?

22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?

24. How do grammar and the conventions of language influence spoken and written communication?

25. Why learn new words?

26. What strategies and resources does the learner use to figure out unknown vocabulary?

27. How does one develop and refine vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions: See Course Academic Vocabulary

Custom Field 3:

Misconceptions	Proper Conceptions
Students feel that if they do not read quickly, they are not good readers. Students may also lack confidence in their opinions.	Reading slowly and being accurate is more desirable than reading fast and inaccurately, no matter what type of text is being read. Reading is a skill and not an indicator of intelligence.

STANDARDS
STATE: PA Core Standards (2014)

CC.1.1.4.D (Introduced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Introduced)	Read with accuracy and fluency to support comprehension:
CC.1.2.4.C (Introduced)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.D (Introduced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.3.4.B (Introduced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.4.4.G (Introduced)	Write opinion pieces on topics or texts.
CC.1.4.4.I (Introduced)	Provide reasons that are supported by facts and details.

CC.1.4.4.J (Introduced)	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Introduced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Unit Description:

Use relevant elements of Unit 7 (Literary Analysis).

Students consider perspectives and support opinions by reading and integrating information from at least two texts of the same topic. They compare and contrast an event of a topic told from two different points of view. Students write opinion pieces on the topics or texts that were analyzed and create an organizational structure that includes related ideas grouped to support the writer's purpose. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Unit Student Learning Outcomes:

1. Compare and contrast an event or topic told from two different points of view while citing relevant details from text to support what the text says explicitly and make inferences.
2. Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
3. Engage effectively in a range of collaborative discussions on grade level topics and texts while building on others ideas and expressing their own clearly.
4. Refer to details and examples in text to support what the text says explicitly and

make inferences.

5. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
6. Compare and contrast an event or topic told from two different points of view.
7. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
8. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
9. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
10. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
11. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?

2. What is the text really about?

3. How do readers know what to believe?

4. How does what readers read influence how they should read it?

5. How does a reader's purpose influence how text should be read?

6. How will one develop comprehension skills to understand various types of literature and informational text?

7. How will comprehension enhance critical thinking?

8. How do readers know what to believe in what they read, hear, and view?

9. How does interaction with text provoke thinking and response?

10. What do good listeners do?

11. How do active listeners make meaning?

12. How do active listeners know what to believe in what they hear?

13. How do task, purpose, and audience influence how speakers craft and deliver a message?

14. How do speakers employ language and utilize resources to effectively communicate a message?

15. What does a reader look for and how can s/he find it?

16. How does a reader know a source can be trusted?

17. How does one organize and synthesize information from various sources?

18. How does one best present findings?

19. What makes clear and effective writing?

20. What is the purpose?

21. Who is the audience?

22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?

24. How do grammar and the conventions of language influence spoken and written communication?

25. Why learn new words?

26. What strategies and resources does the learner use to figure out unknown vocabulary?

27. How does one develop and refine vocabulary?

Unit Big Ideas:	1. Effective readers use appropriate strategies to construct meaning.

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

| **Unit Academic Vocabulary & Definitions:** | See Course Academic Vocabulary |

Custom Field 3:

Misconceptions	Proper Conceptions
When writing, authors always have one distinct audience or one distinct purpose.	Authors may have in mind multiple audiences, and purposes may be mixed.
If the purpose is to entertain, then the work must be funny or have a happy ending	In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.3.4.B (Introduced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.D (Introduced)	Compare and contrast an event or topic told from two different points of view.
CC.1.3.4.E (Introduced)	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.4.4.E (Introduced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.G (Introduced)	Write opinion pieces on topics or texts.
CC.1.4.4.I (Introduced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Introduced)	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Introduced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Gathering Evidence and Speaking to Others

Unit Description:

Use relevant elements of Unit 7 (Literary Analysis).

Students read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Unit Student Learning Outcomes:

1. Integrate information from two texts on the same topic to demonstrate understanding.
2. Write opinion pieces on topics or texts by providing reasons supported by facts and details, following an organizational structure.
3. Use technology to produce and publish writing as well as interact and collaborate with others while reporting on a topic or text that uses facts and relevant, descriptive details to support main ideas of themes.
4. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
5. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
6. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
7. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and

phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

8. With some guidance and support, 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.

9. 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.

10. 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 with adequate volume, appropriate pacing, and clear pronunciation.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?

2. What is the text really about?

3. How do readers know what to believe?

4. How does what readers read influence how they should read it?

5. How does a reader's purpose influence how text should be read?

6. How will one develop comprehension skills to understand various types of literature and informational text?

7. How will comprehension enhance critical thinking?

8. How do readers know what to believe in what they read, hear, and view?

9. How does interaction with text provoke thinking and response?

10. What do good listeners do?

11. How do active listeners make meaning?

12. How do active listeners know what to believe in what they hear?

13. How do task, purpose, and audience influence how speakers craft and deliver a message?

14. How do speakers employ language and utilize resources to effectively communicate a message?

15. What does a reader look for and how can s/he find it?

16. How does a reader know a source can be trusted?

17. How does one organize and synthesize information from various sources?

18. How does one best present findings?

19. What makes clear and effective writing?

20. What is the purpose?

21. Who is the audience?

22. What will work best for the audience?

23. How do learners make decisions concerning formal and informal language in social and academic settings?

24. How do grammar and the conventions of language influence spoken and written communication?

25. Why learn new words?

26. What strategies and resources does the learner use to figure out unknown vocabulary?

27. How does one develop and refine vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

See Course Academic Vocabulary

Custom Field 3:

Misconceptions	Proper Conceptions
Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.	Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.
Following an organizational structure is boring and uncreative.	Following an organizational structure

	helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.E (Introduced)	Read with accuracy and fluency to support comprehension:
CC.1.2.4.I (Introduced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.4.4.G (Introduced)	Write opinion pieces on topics or texts.
CC.1.4.4.I (Introduced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Introduced)	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
CC.1.4.4.U (Introduced)	With some guidance and support, 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.
CC.1.4.4.W (Introduced)	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.
CC.1.4.4.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.D (Introduced)	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 with adequate volume, appropriate pacing, and clear pronunciation.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Literary Analysis

Unit Description:	Students read various literary text pieces and further practice determining a theme from the details in the text. They are given opportunities to explain the differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a narrative text. Students expand their skills in determining meaning of words and phrases as they are used in grade level text (including figurative language). They use dialogue and descriptions to develop experiences and events in narrative writing. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Unit Student Learning Outcomes:

1. Determine a theme of a text from details in the text, summarize the text, and explain major differences between poems, drama, and prose while referring to the structural elements of each when writing or speaking.
2. Write narratives to develop real or imagined experiences or events by using dialogue and descriptions to develop or show the responses of characters to situations while using concrete words, phrases and sensory details to convey the experiences and events precisely.
3. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
4. Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
5. Determine a theme of a text from details in the text; summarize the text.
6. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
7. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

Unit Essential Questions:

8. How do strategic readers create meaning from informational and literary text?
9. What is this text really about?
10. How do readers know what to believe?
11. How does what readers read influence how they should read it?
12. How does a reader's purpose influence how text should be read?
13. How will one develop comprehension skills to understand various types of literature and informational text?
14. How will comprehension enhance critical thinking?
15. How do readers know what to believe in what they read, hear, and view?
16. How does interaction with text provoke thinking and response?
17. What do good listeners do?
18. How do active listeners make meaning?
19. How do active listeners know what to believe in what they hear?
20. How do task, purpose, and audience influence how speakers craft and deliver a message?
21. How do speakers employ language and utilize resources to effectively communicate a message?
22. What does a reader look for and how can s/he find it?

23. How does a reader know a source can be trusted?
24. How does one organize and synthesize information from various sources?
25. What makes clear and effective writing?
26. What is the purpose?
27. Who is the audience?
28. What will work best for the audience?
29. How do learners make decisions concerning formal and informal language in social and academic settings?
30. How do grammar and the conventions of language influence spoken and written communication?
31. Why learn new words?
32. What strategies and resources does the learner use to figure out unknown vocabulary?
33. How does one develop and refine vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinking actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Effective speakers prepare and communicate messages to address the audience and purpose.

5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

8. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

See Course Academic Vocabulary

Custom Field 3:

Misconceptions	Proper Conceptions
In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.	Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead,

	students of all levels can participate in this activity which can involve the entire class.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.E
(Introduced)
Read with accuracy and fluency to support comprehension:

CC.1.3.4.A
(Introduced)
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.E
(Introduced)
Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

CC.1.3.4.F
(Introduced)
Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.4.4.M
(Introduced)
Write narratives to develop real or imagined experiences or events.

CC.1.4.4.O
(Introduced)
Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.X
(Introduced)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.