

Curriculum & Student Development Committee

Tuesday, June 7, 2022 5:30 PM

Daniel Hand High School Library, 10 Campus Drive, Madison, CT 06443

I. Review of Legislation

II. Submission of Madison Program to State Department of Education

III. ELA Coaches and Coordinators K-12

III.A. Easy CBM Spring Results

III.B. ELA Grades K-8

III.C. Humanities and World Literature

IV. Public Comment

V. "The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting Human Resources at 203-245-6310 at least five (5) business days prior to the meeting."

Legislation

July 1, 2023 PA No. 21-2 implement model or program preK-gr 3 Center for Literacy Research and Reading Success The law creates a Center for Literacy Research and Reading Success (“Literacy Center”) within the SDE. Requires the Literacy Center to review and approve at least five reading curriculum models or programs for use by boards of education. Beginning July 1, 2023, and each school year thereafter, the new law requires boards of education to implement a reading curriculum model or program for grades preK to three that has been reviewed and recommended by the Literacy Center. It also requires each board, by July 1, 2023, and biennially thereafter, to notify the Literacy Center which reading curriculum model or program the board is implementing.

Can request a waiver, The Commissioner must grant the waiver if the Commissioner finds that the board’s proposed alternative reading curriculum model or program is: (1) evidence- and scientifically based, and (2) focused on competency in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension. Boards must include the following in their waiver requests: (1) reading assessment data that has been disaggregated by race, ethnicity, gender, eligibility for free or reduced-price lunches, students whose primary language is not English, and students with disabilities, and (2) a strategy to address achievement gaps. © Shipman & Goodwin LLP 2021. All rights reserved.

Language Arts Adoption

June 7, 2022



*Presentation following Committee meeting 4.5.22
Topic: Guiding Document and Transfer~ POG Analyzing*




PA No. 21-2: Implement Model or Program Pre K- Grade 3

Center for Literacy Research and Reading Success The law creates a Center for Literacy Research and Reading Success (“Literacy Center”) within the SDE. • Requires the Literacy Center to review and **approve at least five reading curriculum models or programs for use by boards of education.**

Beginning July 1, 2023, and each school year thereafter, the new law requires boards of education to implement a reading curriculum model or program for grades preK to three that has been reviewed and recommended by the Literacy Center. It also requires each board, by July 1, 2023, and biennially thereafter, to notify the Literacy Center which reading curriculum model or program the board is implementing.

The Commissioner must grant the waiver if the Commissioner finds that the board’s proposed alternative reading curriculum model or program is...



Presented to the committee for adoption:

Grades K-3

Grades 6 and 8

Journalism

Combat Literature

All Units:

- Include updated **Profile of a Graduate (POG) Capacities**
- Have been reviewed by **Curriculum Review Council (CRC)** to receive feedback against Madison design standards




Scope and Sequence for the Teaching of Foundational Skills

PreK-Grade 8 Grammar

PreK-8 Word Study and Morphology

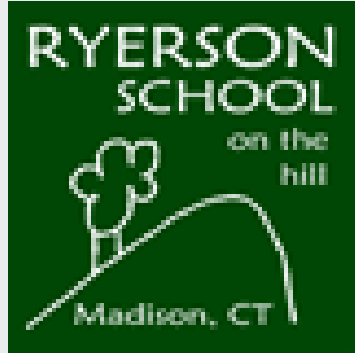
GRADE 6	
Word Part	Standard (CCSS)
Review of Divide and Conquer; mov, mot, mobil = "move"	CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 r and content, choosing flexibly from a range of strategie
Base pel, puls = "drive, push"	
Base ven, vent = "come"	
Base mit, miss = "send"	<u>CCSS.ELA-LITERACY.L.6.4.A</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) a clue to the meaning of a word or phrase.
Base serv, servat = "save, keep, serve"	
Base vert, vers ["turn, change"	
Base ten, tin, tent, tain = "hold"	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).
Base fac, fic, fact, fect = "do, make"	
Base pend, pens = "weigh, hang, pay"	
Base sent, sens = "think, feel"	CCSS.ELA-LITERACY.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Latin Prefixes ante- = "before" and post- = "after"	
Latin Prefix sub- and Greek prefix hypo- = "below, under, up from under"	
Latin Prefix ambi- and Greek Prefix amphi- = "around, both, on both sides"	<u>CCSS.ELA-LITERACY.L.6.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or

Grade 1			
Focus/Teaching Point	Instructional Resources	Unit it lives in	Common Core Standards
Fundations <i>"Fundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling" (Fundations Level 1 Program Alignment to Common Core State Standards for English Language Arts with a focus on Reading Standards for Foundational Skills)</i>	Fundations Unit 1-3	Unit 1: Engaging Young Readers and Writers	CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters. CCSS.ELA-LITERACY.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people. CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences. CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-LITERACY.L.1.2.E



Presented to the committee for adoption:

Grades K-3



Revisions include the following highlights:

Phonics:

- Inclusion of Foundations
- Inclusion of a phonological awareness pacing guide in grade K
- Revision of sight word lists in K-2

Reading:

- Addition of poetry unit in grade K
- Addition of persuasive unit in K to incorporate “book talks”
- Revision to Unit 5 in grade 1 to integrate traditional tales and nonfiction
- Addition of poetry in grade 1

Fluency:

- Additional fluency instruction 1-3

Morphology and Grammar:

- Starting in grade 2 - the addition of morphology
- Addition of formal grammar instruction embedded in writing units following scope & sequence

Miscellaneous:

- Addition of IAB and SBAC test familiarity embedded into stage 2 and stage 3 of units
- New Units: Poetry focus in grade 2
- Update and aligned understandings, skills, transfers, and essential questions to new ELA Guiding Document

Presented to the committee for adoption:

Grades 6 and 8



Revisions include the following highlights:

- Update and aligned understandings, skills, transfers, and essential questions to new ELA Guiding Document
- Addition of morphology
- Addition of formal grammar instruction embedded in writing units following scope & sequence
- Addition of SBAC connections throughout units
- Grade 8 Change of unit order: Launch, Hero's Journey, Creative Writing, Global Perspectives, Dystopian Literature, Literary Essay, Social Issues
- Grade 6: Short story unit was revised into a storytelling unit with a focus on speaking and listening



Presented to the committee for adoption:

Journalism

Combat Literature



Revisions include the following highlights:

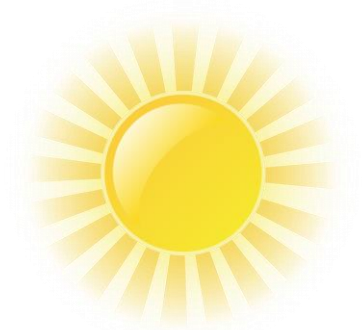
- Update and aligned understandings, skills, transfers, and essential questions to new ELA Guiding Document
- Transitioned:
 - A writing focus (Journalism) to a blend of reading analysis, rhetorical analysis, and writing instruction, leading to a media studies focus
 - A historical context focus (Combat Literature) towards a literary/narrative nonfiction focus



By the Fall...

Additional Adoptions

- Pre K
- Grades 4, 5, and 7
- World Literature



Kindergarten ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Launching a Community of Readers and Writers</i></p>	<p>Launching a Community of Readers and Writers is a seven week unit that introduces Kindergarteners into our learning community. Teachers will begin this unit by setting up rules, routines, and procedures that will support students throughout the year. Students will be introduced to ten snap/trick words as well as practice PA/Phonics skills to support their early literacy development. An emphasis on name writing and interactive reading will help lay the foundation for independent/partner reading and writing. Students will learn appropriate book handling as well as learn how to independently select books. This unit supports students in learning that anything can be a topic for writing and introduces them to the Writer's Notebook. Students are provided tools and resources to help them 3 star color and learn to use shapes to further develop their drawings. This unit comes to a close with students talking about and sharing about reading together and supporting each other as writers.</p> <p>Profile of a Graduate Capacities: Self-Awareness, Decision Making</p>
<p><u>Unit 2</u> <i>Using Patterns to Read the World</i></p>	<p>This unit introduces readers and writers to the concept of patterns in text. Students learn to identify patterns in text as readers and learn to create their own pattern books. Students think about the big idea and identify it within class read alouds and independent leveled text. Students will learn to think about a big idea and patterns that will help them to create their own books. Students will continue to build upon their trick word knowledge by identifying known trick words within a text and thinking about how they help create patterns. They will then use these trick words, when creating their own books. Students will learn about tricky/surprise endings as well as seesaw patterns.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Self-Awareness</p>
<p><u>Unit 3</u> <i>Reading & Writing about Friends</i></p>	<p>This unit will focus on friendship, emotions, characters, and story elements. Through the use of read alouds and classroom discussions, students will identify what makes a good friend. Students will learn to identify feelings in themselves, others and the characters they are reading about. As readers, they will develop their ability to form opinions about characters based on their actions and words. Students will create stories about their own experiences and expand their writing across three pages. Foundational skills will be a key focus throughout the reading and writing activities.</p> <p>Profile of a Graduate Capacities: Analyzing, Self-Awareness</p>

Kindergarten ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Informational Reading and Writing</i></p>	<p>Teachers will capitalize on kindergartener's natural wonder and curiosity with a focus on nonfiction reading and writing. In this unit, readers will learn that every author can be a teacher and that readers are always learning from writers. Readers will be encouraged to ask and answer questions like: "What is this book mostly about? What did it teach me? How is this book the same and different from other books about this topic?" Readers will also learn who, what, where, why, when and how questions as they journey with authors to learn all about topics, places, people, animals and how to do many things. These questions will help readers talk and write about their learning. Kindergarten writers will become teachers in this informational unit. Students will gain writer's confidence by watching and listening to teachers modeling how we observe our world like scientists and add details that include facts, examples and comparisons to help readers visualize and connect. The goal for our kindergarten writers will be to write informational texts that have a main idea and supporting details using words and drawings.</p> <p>Profile of a Graduate Capacities: Inquiry, Product Creation, Decision Making</p>
<p><u>Unit 5</u> <i>Reading and Writing Poetry</i></p>	<p>In this unit kindergarten students will become poets. They will read and collect poems about everyday experiences. They will begin to look for patterns in the words of the poems they read, including repeated words, similes, use of the five senses, and rhyming words. They will write poems about experiences from their own lives and collect them in a poetry folder. Students will celebrate their creativity with oral practice of their poems in small groups and with partners as they build early fluency skills.</p> <p>Profile of a Graduate Capacities: Analyzing, Design, Product Creation</p>
<p><u>Unit 6</u> <i>Extra, Extra, Read All About It! - Reading and Writing With Voice!</i></p>	<p>In Unit 6, students will use what they have learned about fiction and nonfiction throughout the year. Students will explore the difference between fact and opinion and learn how to back up their opinion with evidence. They will share their opinion about a favorite book in a friendly letter format where they attempt to be as convincing as possible. They will also plan for a "book talk" in front of their classmates to kick off summer reading!</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence, Product Creation</p>

<p>Unit 1 <i>Engaging Young Readers and Writers</i></p>	<p><i>Readers are Thinkers</i> launches first graders into reading with engagement, motivation, and self-reflection. The teacher will introduce the routines and procedures of readers' workshop, the classroom library and whole group instructional spaces while emphasizing student perseverance and stamina. First graders will reflect on their choices and set goals for themselves as individuals and as a community of readers and writers. The teacher will model active listening, book choice, choosing a just right book and reading stamina to guide mini-lessons and small group instruction. Students will increase their reading stamina and begin setting goals and become more independent. These lessons will serve as instructional guides to help monitor student growth and independence toward the decision making and critical reflection goals of the unit. First graders will find and reflect on their reading spots, book choices, and stamina to set goals as independent reading times increase and teachers have the important opportunity to confer with readers.</p> <p>In <i>Taking Charge of Our Writing Lives</i> teachers launch the year by modeling how to try out new ideas, strategies and the reward of writing a story to entertain a reader. Teachers model the idea that writers not only share ideas, they think about creating messages that other readers can understand. Teaching points are chosen in interactive writing and provide opportunities for guided instruction separate from process writing while building confidence and strategies for encoding and editing. Teachers will support the students as they problem solve, take risks independently and build writing stamina. Students will create graphic organizers as a way to generate ideas that are really important to them. Time will be taken during the first few days to have students use their organizers to tell oral stories to one another and to then try out drawing and writing their stories over three pages. Students will learn how to access writing supplies and to organize their material. Teachers will conference with students to reinforce modeled strategies during independent practice.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p>Unit 2 Reading <i>Understanding Characters and Story Structure</i></p>	<p>Readers are choosing books independently and reading with engagement and joy for longer amounts of time. Students will have the opportunity to embrace loveable characters as they listen to and read books. Students begin to get hooked on our favorite best loved characters. Readers will be reading with their eyes and using their fingers to track only at a point of difficulty. Readers use multiple strategies for problem solving and apply the foundation skills they are learning in phonics. The complexity of the stories and character development grows during this unit as students analyze the inside and outside traits of their favorite characters. The second part of the unit focuses on an author study of Kevin Henkes.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 1 ELA Curriculum Overview

2021-2022

<p><u>Unit 2</u> <u>Writing</u> <i>Just a Moment, Please</i></p>	<p>Students will write using words and pictures about a time they did something. As they zoom in on that moment, they will include an interesting beginning and ending, use transition words, and stretch a story across three pages. You will teach students to use their editing checklist to revise and edit their work and to fix up spelling, stretch out the sounds of words and to use parts of words they know to spell new words. Writers will bring many pieces through the writing process. Building the habit of rereading for clarity and to edit is an important strategy that you will model for students all year long. Writers will collaborate with partners to act out and orally rehearse important moments and you'll teach the kinds of compliments and questions that readers share with a writer to help that writer try out new ways to make their work even better. Reading and writing instruction continue to integrate while students notice how writers develop characters with description and elaboration. You'll use mentor texts that model small moment writing.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 3</u> <i>Reading and Writing Gingerbread Stories</i></p>	<p>In this mini-unit, students will begin to explore traditional tales by focusing on variations of Gingerbread stories. While reading classic versions and newly adapted tales, students will begin to retell stories using the story elements character, setting, problem, and solution. Students will work with a writing partner to draft their own gingerbread tale. They will use a checklist to make sure to carefully add all of the story elements.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives, Product Creation</p>
<p><u>Unit 4</u> <i>Informational Reading and Writing</i></p>	<p>Students will be going all over the world with authors - to the forest, ocean, mountains, space and back in time! They will be exposed to a wide variety of content and non-fiction formats as students dive into this genre through the lens of questioning, learning and discovering. Students will read how-to, all about, and narrative non-fiction books and ask questions to figure out how the author's main idea and supporting details provide an organizational structure for readers. Readers will use RAN charts to record their learning and actively engage with an author while they wonder, question, learn and evaluate. This unit is timed as readers are approaching levels E, F and G as they move toward more independence and problem solving in their everyday reading life. Students will read books based on their interests and curiosities, and will be guided to choose just right books that they can read and learn from. A wide variety of content will be a part of shared readings and interactive read alouds in the classroom. Students will be encouraged to check out and bring home library books that they can enjoy with older readers at home to give students access to content that they may not be able to read independently at school.</p> <p>Students will learn about how-to and all-about writing. Readers will organize their writing like the authors of the books they are reading and plan a main idea with supporting details. Writers will begin by thinking about the topics that they are already experts in! During this unit there is a focus on the POG work in product creation as students are taught how writers match their topic, audience, message and purpose to the product they decide to create. First graders know so much about their own hobbies, activities, homes, rooms, sports, nature and families that they can begin writing how-to and all about books right away. As writers</p>

Grade 1 ELA Curriculum Overview

2021-2022

	<p>learn more about reading to learn they may begin to incorporate some of their reading and research into their later products. Writers will use and add non-fiction text features as they learn more about the genre in reading and write under the influence of mentor authors. Students will publish two books throughout this unit.</p> <p>Profile of a Graduate Capacities: Inquiry, Product Creation</p>
<p><u>Unit 5</u> <i>Reading and Writing Tales</i></p>	<p>In this unit, students will be immersed in traditional literature, including folktales and fairy tales. They will use what they learned in the prior informational unit to build background on different cultures from around the world before reading tales. They will recount the stories read using "retelling hands" to remember story elements such as characters, setting, problem, events, and solution. They will identify when a character has learned a lesson and how they can apply that lesson into their own lives. Students will explore alternate perspectives as they look at characters in nontraditional roles. In writing, the students will start by adapting the familiar tale of The Three Little Pigs. They will work with writing partners as they plan out their story from beginning to end and bring their work to publishing through the writing process.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 6</u> <i>Reading and Writing with Voice!</i></p>	<p>In this unit, students have an opportunity to find their voice when reading and when writing. In the reader's workshop, students put themselves in a character's shoes by analyzing their thoughts and actions. They practice reading fluently while diving into reader's theater plays and poetry. In writing, students are first challenged with the idea of identifying an audience and learning how to be convincing. They back up their reasoning with solid evidence and learn how to persuade. The final part of this unit allows time for writing poetry and exploring how authors can paint pictures for their readers with their words. They learn about writing using descriptive language, adjectives, vivid verbs, and rhyme.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Collective Intelligence</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Exploring our Reading and Writing Lives</i></p>	<p>Reader's Workshop: This unit launches reader's workshop routines, expectations, class library and stresses the role of reflection and goal setting in the classroom. Students will become familiar with the routines of workshop and accountable talk. Reading skill work is imbedded in instruction via mini-lessons and small group instruction.</p> <p>Taking the time to establish the routines for thinking and talking about texts during interactive read aloud will lay an important foundation for helping students develop evidence-based thinking that they revise based on further thinking and talking. Reading aloud and talking about texts will be a priority each day as classroom workshop is launched. The focus will be on using accountable talk to share student thinking and move the reader to deepen conversations.</p> <p>Writer's Workshop: Writer's workshop is launched with an enthusiasm for risk-taking, agency and reflection. This unit sets the stage for the routines and procedures and writer to writer stance as routines are established for working side by side with writers through the demonstration portion of unit mini-lessons and a coaching stance toward conferring. Throughout the unit, writers are encouraged to reflect on their stamina, topic selection and writing craft as they work to experiment with ideas, genres, and craft through writing poetry.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p><u>Unit 2</u> <u>Reading</u> <i>Getting to Know Picture Book Characters</i></p>	<p>Motivation and engagement in reading and writing are central in this unit as teachers integrate reading and writing instruction. A strong connection is made between thoughtful and repeated readings of well-loved series to ascertain how and why readers see themselves - and people they know - in the characters students read about. This work transfers directly to student writing. A variety of instructional strategies provide choice as students apply what is taught to their own independent and partner reading. Guided reading and independent reading will include a variety of genres throughout the school year and teachers can stagger fiction and non-fiction titles while instructing guided reading groups. Interactive Read Aloud will take a starring role in this unit as discussions take place on what makes characters interesting. Students are encouraged to do the thinking and talking about texts that leads them to future success in writing about reading. Entries in reading response journals include partner conversational notes to serve as rehearsal before the drawing, labeling and writing takes place.</p> <p>The PBA will ask students to analyze scenes from stories that have taught characters lessons. Texts for reading include: Ira Sleeps Over, Kevin Henkes Titles, Alexander series, Julian Series, Judy Moody Series, Stink Series, Frog and Toad series, Amazing Grace Series, Poppleton, Pinky and Rex, Mac and Cheese.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 2</u> <u>Writing</u> <i>Bringing Small Moments to Life</i></p>	<p>Grade 2 students wrote small moment stories in first grade that focused on one moment that really happened in their lives. They learned to choose a topic and stretch out the moment by adding description, action, thoughts and feelings. Instruction in this unit is based on writers' strengths and goals gleaned from flash drafts. Small group teaching and 1:1 conferring is paramount.</p> <p>Throughout the unit teachers demonstrate/models writing that targets the day's mini-lesson, and students apply this work to their own independent writing. Demonstration writing is matched to the student's work and illustrates how to use a reproducible strategy to grow as writers. Through inquiry work in reading, students learn how authors bring small moments to life with action, thoughts, dialogue and description. This work serves to fuel writing goals as students work under the influence of admired mentor authors.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 3</u> <i>Under the Influence of an Author</i></p>	<p>Students are immersed in the work of Cynthia Rylant in order to model how writers choose topics from everyday experiences and write about them in many ways. Readers will work collaboratively to make important connections between Rylant texts and to the problems and feelings characters experience. Students analyze the work of Rylant and others through thoughtfully selected texts and pairs of texts for inquiry work. Throughout this unit, students are provided time to choose books to read independently, while the teacher instructs guided reading groups, meets with strategy groups, and confers with individual readers and writers. The focus in writer's workshop is on memoir, students using all they learn from their author study of Cynthia Rylant.</p> <p>Student release of responsibility is highlighted through the project based learning bend at the end of the unit. Students collaboratively work in groups to transfer what they've learned through their analysis of Rylant's work to another author of their choice.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Informational Books with Purpose</i></p>	<p>Expository and narrative non-fiction are the focus of this engaging and motivating reading and writing unit. The exploration of message, audience, and purpose remains a constant - along with the skills of main/central idea and supporting details, close reading, note-taking, use of RAN charts, and writing non-fiction books. The classroom library is supplemented by books from the Multiple Copy Collection and school library to widen student choice, increasing stamina, motivation, and engagement. Science and social studies materials including big books and student readers also complements the collection. Non-fiction magazines from Time, National Geographic and Scholastic will round out the variety of text formats available to students.</p> <p>The final part of the unit leads 2nd graders to project based learning to create their own narrative non-fiction stories after an inquiry of The Read and Wonder series by exploring a variety of narrative nonfiction books.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 5</u> <u>Reading</u> <i>Learning Lessons from Traditional Stories</i></p>	<p>First graders read many folk tales and created their own tales which they wrote then produced as readers' theatre. They are familiar with the genre and know that many tales use a good vs. evil structure to teach readers a lesson. Instruction expands student knowledge of traditional literature with a focus on fables, trickster tales and pourquoi tales in this unit.</p> <p>A large volume of reading and the opportunity to talk about read texts with peers remains the focus of workshop. Readers will be taught to track how characters change and grow. There is a continued focus on small group instruction, guided reading, and conferring with individuals. Reading partnerships are in full swing with a focus on using accountable talk skills to dig deeply into characters, setting, plot, lesson/moral.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Alternate Perspectives</p>
<p><u>Unit 5</u> <u>Writing</u> <i>Writing with Purpose</i></p>	<p>This opinion writing unit brings the year of reading into review as students nominate characters for an award celebration that will be presented in the classroom. Students will return to reviewing characters and create categories for nominations as they analyze what made them want to read about the adventures, problems and choices that characters make.</p> <p>To prepare for the unit, students explore inquiry book baskets and add to them. Categories like funniest character, sneakiest character, best series, strangest character, coolest information books, etc. are suggested and good starting places.</p> <p>Stage 3 is matched to the interests and ideas students generate as they create categories for their favorite books and characters of the year and then write opinion letters to prove their ideas and interpretations.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

Grade 3 ELA Curriculum Overview

2021-2022

Unit 1

*Readers and
Writers are
Thinkers*

This combined reading and writing unit launches the students into their 3rd grade reading and writing lives. The three reading bends cover reader's workshop routines, good reading habits and strategies, and reflection and goal setting. Teachers will teach/review classroom routines and procedures and reading and writing goals for the school year. This unit focuses on modeling and teaching how and why readers are independent problem solvers who create goals and use literacy to learn and teach. A foundation will be laid for close reading to monitor comprehension and call reader's attention to infer by noticing what an author says and thinking about what is implied; this is directly related to the skill of summarizing taught in this unit. Students will support their thinking with evidence from multiple texts with a variety of genres. Children will be encouraged to take risks as readers and writers who problem solve, set goals and reflect critically on their own learning and thinking - by themselves and with partners.

Writer's workshop will focus on creating independent and focused writers who work together in a community to plan, draft, revise, edit and publish work with a targeted audience, purpose and message in mind. The three writing bends cover writer's workshop routines, engaging the reader, and reflection and goal setting. Mentor authors will be used to write under the influence of writers as the teacher demonstrates how writers create goals for their own writing based on the writers that have a strong impact on them as readers. As routines are established and norms for talking about texts, included will be student generated texts as part of class discussions - the same norms and accountable talk modeled for students in reading will help writers have constructive and meaningful conversations about their own writing. Expectations, routines and procedures will be launched for conferring and make it clear to writers that they are accountable for all that they know about being readers and writers every time they write.

Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness

Unit 2

*Traditional
and Adapted
Fairy Tales*

Motivation and engagement stay in the forefront as students are taken on a journey through traditional and adapted tales. Third graders' appreciation and knowledge of the genre are lifted through the humor conveyed and lessons taught through adapted and fractured tales. Writing about reading, close reading, and supporting thinking with text evidence continue as important foci.

Students will explore how authors use narrators and characters to tell what the story is really about, how and why archetypes are used in traditional literature, and the writing craft moves and their effects by authors of traditional and adapted tales. Narrative story structure is comprehensively taught so children can successfully write and elaborate upon their own adapted tales ensuring their story includes an explicit moral or lesson. Reading bends include an inquiry of traditional and adapted tales, story arcs and morals, and new perspectives on old tales.

Students will transfer the narrative structure, craft and moves that they know to imagine and create their own versions of tales. Teachers will model their own and shared tales for students to guide them in their own writing. Writing bends include planning and drafting adapted tales and craft moves; alliteration, figurative language, specific vocabulary, editing as you go, and sentence structure are woven throughout the unit. Editing and revising practice will further help students as they move into realistic fiction. Word work and conventions begin to take a stronger hold in this unit and continue through the rest of the year. Teachers use many tales as mentor texts throughout the reading and writing units.

Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives

Unit 3
*Reading and
Writing with
Believable
Characters and
Problems*

Reading and writing are tightly woven together as teachers take students on an inquiry of the techniques that writers use to breathe life into realistic fiction. There is a focus on how authors and characters make readers think about problems and solve them. The work of inferring and interpretation will help writers develop multilayered characters who get in and out of trouble and are empathetic. A high volume of reading is the most important goal for readers as they engage with characters to get to know them well and to understand how the characters they read about are the same and different from themselves and people they know.

Teachers gather a variety of realistic fiction picture books and chapter books to meet the range of the levels of readers in grade 3 classrooms. The focus of instruction will be through the lens of the essential questions and open-ended inquiry: How do I support and prove my thinking? How do the techniques/craft moves authors use impact the meaning of the text? How do people/characters, events, and ideas develop within the text? How do my experiences influence my reading and understandings of this text? What is the author trying to tell me? How does following the writing process help a writer craft an effective piece of writing? How do I develop and refine my idea(s)? How can I support my thoughts, findings and conclusions?

In writer's workshop, students will develop characters by thinking about how the character would act and react in a variety of situations and settings. They will story tell and will write long about their characters and create a variety of situations to grow and develop their characters, problems and settings while working in reading to notice how mentor authors develop characters internally and externally and hook readers into caring about the characters and story. Students use the cyclical writing process of planning, drafting, revising, and editing; they will use all they know about stories and plot mountains to use a variety of craft moves to build tension and mood in their stories. Students will work with their readers in mind to create and revise stories that will allow readers to visualize, predict, laugh, connect and gasp as they read. In this bend, you'll have a repertoire of your own drafts to use as models in whole group mini-lessons, small group conferences and strategy groups and individual teaching conferences. The use of strategy groups continues to be a powerful use of small group instruction in writing as these challenges may show up in student writing:

- Summaries instead of stories/Stories that are all action
- Stories with weak, unbelievable or missing endings
- Stories with underdeveloped characters
- Stories with simple sentence structures
- Stories lacking description
- Stories with too much description
- Stories told completely in dialogue

Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives

Grade 3 ELA Curriculum Overview

2021-2022

Unit 4

*Fascinating
Facts: How
Nonfiction
Authors
Engage and
Inform
Readers*

Teachers will prepare for the unit by gathering nonfiction text sets, including texts from the concurrent science unit on Biomes, eventually leading to an interdisciplinary PBA - a Biome/LA project. There is a focus on research strategies and skills and students will be provided with information that will help build knowledge and opportunities for application. The RAN strategy is used to design a learning plan and to introduce students to additional note taking structures that match an author's non-fiction text structure. Students will work in small groups and individually to learn about nonfiction topics. Teachers will move students from recognizing and using text features to recognizing and using text structures to aid in comprehension and analysis of the author's main idea and supporting details. This important reading work provides a bridge to the main writing work that students will do as they move from being writers of topics they know a lot about to researchers who write about the information that they have synthesized from many sources. Significant is the recognition that nonfiction authors bring many perspectives about their topics to their readers.

Teachers take writers through the process of becoming experts on a topic to teach their audience, while considering purpose and message. Writers will synthesize the information they are learning by reading and comparing text sets about a topic closely as they explore topics in depth and notice the variety of content, style, craft and structures that authors employ to teach readers.

Students will analyze what an author is trying to make them think and push them to apply this as writers, asking themselves: "What is my perspective on this topic and what is the best way for me to share and teach this to my readers?" Students will write non-fiction texts on a topic in writing during this unit; students to use text features and structures purposefully while keeping a main idea and details in mind as they plan, draft and revise their work.

Profile of a Graduate Capacities: Inquiry, Collective Intelligence, Product Creation

Grade 3 ELA Curriculum Overview

2021-2022

Unit 5

*Readers Study
Important
People &
Writers Use
Persuasive
Moves*

Reader's Workshop: Biography - What Makes a Person Important? Students will explore and evaluate biographies to determine the importance of an individual to his or her community, to the world and to our own lives today. Building on their work with narrative and expository non-fiction texts, students will consider the author's audience, purpose and message as they evaluate the lives of individuals that biographers choose to write about. Realizing the difference between famous and important people through inquiry and discussion about how and why people we read about impact our own lives will lead students to engagement in the genre. Students will create an understanding of major time periods throughout history as they research and learn about problem solving in technology, communication, transportation, science and social justice. Teachers will model how to generate questions for inquiry and research and move deeper than learning all about a person or topic. Students will work to gather evidence and research from many sources that represent a variety of viewpoints as they suspend judgment until they have analyzed and evaluated multiple perspectives and positions to arrive at a conclusion. Readers will come to group discussions prepared to discuss evidence and to read in great volume in a variety of genres as they engage in research and inquiry and self-select genres and topics to read in each day.

Writer's Workshop: Persuasive Writing - Combining Persuasive Moves to Build an Argument protocol and writing about reading will serve as a foundation as students move toward planning and writing persuasively in order to promote a cause or idea they want to spread in the world. As students explore and evaluate biographies to determine the author's perspectives and form their own opinions, they will work as writers to develop and forward their own voices and perspectives as persuasive writers. They will work to convince an audience to join them in a cause for change. Working collaboratively to discuss and argue points and counterpoints will help writers plan and revise their work before creating drafts. Argument protocol will help students prepare to write persuasively. This instructional strategy will give students many opportunities to build arguments based in evidence and plan with a target audience in mind. Writers of persuasion think about things they have strong opinions about; students will learn to choose the audience most likely to help them make a change and to write to different audiences in different ways in order to grow their cause. Inquiry of persuasive writing from editorials, songs, speeches and letters will help students plan and consider opposing arguments as they decide the evidence they will include persuading their audience.

Profile of a Graduate Capacities: Inquiry, Idea Generation, Design

Grade 6 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Ownership and Agency</i></p>	<p>This unit lays the foundation for readers and writers workshop routines, procedures and expectations while launching students to be reflective goal setters who collaborate respectfully both in and out of the classroom. Students will share thoughts and ideas and engage in evidence based discourse. Teachers continue to follow the workshop model using an interactive read-aloud as well as independent reading. Teachers will gather anecdotal notes and observations throughout the unit as students are working, providing feedback and coaching to students as routines, procedures, and collaboration are established and grow in the classroom community.</p> <p>Profile of a Graduate Capacities: Analyzing, Self-Awareness</p>
<p><u>Unit 2</u> <i>Personal Essay</i></p>	<p>In this unit, students grow ideas through the writing process as they explore and accumulate stories about their own lives. A personal essay is a creative form of non-fiction about an experience, place or person that is meaningful or important to the writer. While the writer still develops a thesis, the analysis takes the form of elaboration and reflection of the writer's life.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 3</u> <u>Reading</u> <i>Tackling Trouble: Analyzing Characters and Problems to Interpret Theme</i></p>	<p>In this unit, students work in partnerships/book clubs and come prepared with questions and evidence to discuss. The complexity of the texts will present new applications for students to do the work of interpretation and compare and contrast characters and themes across multiple texts. Readers' Notebooks will serve as important tools for gathering thoughts and evidence.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p><u>Unit 3</u> <u>Writing</u> <i>Writing About Reading - Literary Essay</i></p>	<p>Students will lift the level of essay writing and remember that writers always consider their audience, purpose and message when writing and include craft moves and voice that make writing interesting to read. Readers' Notebooks from the reading unit will serve as springboards and help students use and further develop their ideas and evidence as they draft and revise essays.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>

Grade 6 ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Debate: Building an Argument to Persuade</i></p>	<p>This unit will start by building engagement with nonfiction texts through inquiry-based instruction. The spirit of this unit is for students to start finding engagement, learning, and wondering in informational reading which will eventually lead to research. Students will have opportunities to read many informational texts gathered in the classroom and library. Throughout this unit, there is an emphasis on critical reading, explaining reasons and evidence to support particular points in a text, and drawing evidence from informational text to support analysis, reflection and research. Students will learn how to present information in an organized manner, relying heavily on their inquiries and notetaking skills from reading a variety of nonfiction resources. The overall goal of this unit is to teach students to be more persuasive and more analytic, able to weigh evidence, to follow lines of logic, and draw evidence-based conclusions. After collecting and synthesizing the information gleaned from the reading, students will choose a medium to persuade an audience.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 5</u> <i>Storytelling</i></p>	<p>Stories are everywhere around us - on the TV, in songs or even from your friends. Some stories have lasted hundreds to even thousands of years by being passed down through the oral tradition of storytelling. Later stories were written down, but we still love to hear them told. Stories teach us about an array of cultures, morals, themes and connect us all. Students will be immersed in the short story genre to read like writers for the purpose of analysis and goal setting. Students will analyze and deconstruct plots, characters, settings and craft moves to help them model and plan for presenting their own original short story.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p><u>Unit 6</u> <i>"Fantasy Book Clubs"</i></p>	<p>In this unit, students will work in partnerships or book clubs to become more powerful readers of fantasy as they explore new worlds and settings. Using the Hero's Journey, will help guide students through interpreting the elements that set the fantasy genre apart from other genres, paying close attention as they read. Students will look at archetypes, how author's word choice shapes meaning and tone and the use of symbolism.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Workshop Launch</i></p>	<p>We launch workshop in the classroom with a focus on agency and reflection, establishing classroom routines and procedures. This will include student and teacher responsibilities for mini-lessons, reading conferences, preparation, planning, accountable talk, and use of the class library and LMC. As students choose and read age/level appropriate books purposefully, we'll move them from talking about reading to writing about reading. This launch unit also establishes motivation and engagement in reading as we model and encourage students to take responsibility for selecting books, at home reading and writing about their reading. Students will read outside the classroom on a regular basis to continue building agency, engagement, and stamina.</p> <p>Profile of a Graduate Capacities: Self-Awareness, Decision Making</p>
<p><u>Unit 2</u> <i>The Hero's Journey in Literature and Life</i></p>	<p>After the launch unit where students set reading plans and focused on independent reading volume and engagement, students will now move to learning and recognizing the archetypal pattern of the hero's journey in literature and film. Through this understanding of the journey, students will be able to analyze text on a deeper level using knowledge of the hero's journey stages in addition to evaluating the author's choices in a variety of media. Finally, students will make a comparison between two journeys across texts and reflect on themselves and the world around them in the form of a comparative essay. They will work alongside the teacher to navigate the hero's journey. Students will then transition into their own independent books. This unit ends with the comparative essay which will serve as the baseline for the literary essay unit.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Creative Writing</i></p>	<p>This unit serves to take grade eight students' knowledge of effective storytelling and elevate it to the next level. This is a critical skill, as we know that narrative writing is the genre that really gives students their own voice and makes writing meaningful and personal. Students will have ample opportunities to learn, experiment with, publish, and share the elements of creative writing. Rather than commit to writing about one character, one plot line, one setting (really one story), student choice will be expanded and the volume of student writing will increase as they work daily to try new techniques as writers.</p> <p>By the end of the unit, students will understand that they can call upon these narrative writing skills and strategies for any type of writing. This will be done through mini-lessons that allow them to create settings, establish mood, develop characters, delve into description via imagery (figurative language, sensory details), and experiment with voice. Although students may create any piece, specific instruction will be given in the following formats: short story, vignette, poetry, and chapter one.</p> <p>Throughout the unit, students will work to build a portfolio of their writing samples and ultimately choose one piece to publish in The Polson Press, a blog designed with access for Polson students only. A reflection explaining the good writing techniques they used and the effect on the reader will wrap up the unit.</p> <p>Profile of a Graduate Capacities: Self Awareness, Product Creation</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Global Perspectives</i></p>	<p>In this narrative nonfiction unit, students will explore how real people have emerged as heroes amidst cultural struggles for power, considering their stories from a global perspective. In examining the structure and techniques of narrative nonfiction, students will consider how authors evoke a reaction in readers and shine a light on global issues. Students will be able to determine a key passage in a narrative nonfiction text and analyze how the author presents a global issue through personal experience. Additionally, using the text's perspective, their own evolving position on the issue, and the opinions of their peers, students will engage in discourse about global issues and their implications for our lives and our communities. Finally, students will write about a global issue that they would like to "shine a light on" for our community as a result of their work in this unit. The purpose of this weekly column is to raise awareness, or "shine a light" on a global issue with which residents of Connecticut may not be familiar.</p> <p>Students will work in theme based book clubs. This means they will be working in small groups centered around a common theme but reading different books. Their discussions will be focused on analyzing the alternate perspectives by drawing from the different experiences in the books.</p> <p>Profile of a Graduate Capacities: Analyzing, Inquiry</p>
<p><u>Unit 5</u> <i>Interpreting Dystopian Novels</i></p>	<p>The literary genre of Dystopian, while not new, has made a significant resurgence in young adult literature. In this warped version of a utopia, the structure of a government-designed society is the antagonist in the story. As students enter into these dark worlds where the protagonists must struggle for physical and/or moral survival, they will explore the way authors alter our world to create the strange new world of dystopian texts. Through their interpretation of how the setting affects the characters, students will examine the social commentary the author is making while they also uncover universal themes.</p> <p>Throughout this unit, students will be using information from the text to support their analysis of how the specific dystopian setting affects the story and how the author's message is delivered to readers to make some kind of social commentary. Finally, students will make connections among our world, the world the author has created, and history to demonstrate an understanding of the social issues the author is highlighting in the text.</p> <p>This is a high volume reading unit and draws on Kate Robert's A Novel Approach. It is taught following the recommended pacing of two weeks in a whole class novel, two weeks in book clubs and one week in independent books. Students will read at minimum, a total of three dystopian books across the unit (Fahrenheit 451 + Book club book of their choice + Independent book of their choice).</p> <p>Profile of a Graduate Capacities: Inquiry, Analyzing</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 6</u> <i>Literary Analysis</i></p>	<p>After reading a minimum of two dystopian texts, students will choose one element of dystopian literature to compare across the texts in a literary essay. Students must synthesize pieces of their analysis of both texts with their understanding of the characteristics of dystopian literature to create an original thesis. This essay will build off of grade 7's work with author's craft. They will use the same literary analysis essay structure that they've learned with a focus on bumping up the sophistication of their analysis and fluency.</p> <p>Through the process of planning, drafting, revising, editing, and publishing, students will then prove that thesis with critical evidence across texts in a well-written literary analysis.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 7</u> <i>Reading for Social Issues</i></p>	<p>Students have completed the dystopian reading unit where they considered the concept of power struggles that arise in government-controlled societies, many of which stemmed from and/or led to social issues. It's time to take the idea of social issues to their world and the world around them via an open-choice reading unit. Students will read fiction or narrative nonfiction to find the social issues within the text. Students will identify the social issues and through their analysis of character conflict and the motivation for the choices they make, they will discuss the author's message about the issue, and provide their own commentary about the issue. Outside research and current news stories will also inform that commentary. Students will make connections between the text and their own world and/or the world around them. This unit is used as an opportunity to visit with the LMC and hear about new and exciting book titles as students move into the end of the year.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>

Journalism Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Ethics and Objectivity: Media and Democracy</i></p>	<p>This unit focuses on the legal and ethical guidelines that reporters are expected to follow. It involves global thinking by including landmark legal cases involving student journalism, libel, The First Amendment, and social media. Students will be asked to take a critical look at the media they ingest and will be asked to consider the information's origins. Throughout this unit, students will read a variety of contemporary articles. Due to the nature of the course, assignments will be constantly updated in order to represent current events.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>
<p><u>Unit 2</u> <i>Not "What" but "How": Rhetorical Analysis</i></p>	<p>This unit builds on the prior one, as students will now need to be critical consumers of the media they encounter. They will learn about how authors structure their texts to make specific arguments. Students will analyze why authors make the stylistic choices that they do. Rhetorical appeals and devices will be studied, and students will also consider how some arguments are based in logical fallacies. In addition to looking at written pieces, students will also analyze visual texts (posters, videos, etc.).</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Lights, Camera...Make Something!</i></p>	<p>This unit focuses on the interviewing process that reporters are expected to follow. Students will display critical thinking by developing newsworthy story ideas, determining appropriate sources, and creating appropriate questions for those sources to address. Students will conduct a professional interview which includes questions focused on the 5 Ws and H: Who? What? When? Where? Why? and How?</p> <p>Profile of a Graduate Capacities: Inquiry, Design</p>

Combat Literature ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Attitudes and Propaganda</i></p>	<p>World War II is deemed as a "good war" and a "just war." Most Americans contributed to the cause and soldiers were proud to fight for their country. Where did this attitude stem from? What is a "just war"? Students will analyze propaganda from World War II to first understand how the media influenced the generally positive attitude toward war. Students will then watch Saving Private Ryan to observe and analyze characters, mood, tone, symbols, and imagery to determine the purpose of the film. Students will then read fiction and nonfiction expressing different perspectives on the war, and compare and contrast these sentiments with that of the general attitudes toward World War II. Students will complete this unit by creating a movie trailer for a self-selected film depicting World War II that demonstrates a command of tone, imagery, symbolism, and dialogue. This is a one trimester course.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>War: Whose story is it?</i></p>	<p>The Vietnam War was an era of conflicting attitudes among Americans. Despite the overwhelming number of men drafted to fight, not all Americans supported the country's involvement in the war. Students will explore the causes and effects of the war, understand the differences between American attitudes toward that war and that of WWII, and analyze the cultural phenomena of the 60's and 70's including film and music and their influences on the growing protest movement. Students will examine the ways the Vietnam experience influences American attitudes toward war in the 21st Century.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p><u>Unit 3</u> <i>Fog of War</i></p>	<p>Students in this generation were born during the War on Terror. While their experience with war is distant and not on US soil, students will attempt to disaggregate their perspectives and understandings of this war to understand their overall sentiment toward war. In this unit, students will synthesize multiple resources to analyze the changes overtime in civilian perception of soldiers, war, and the hero. In order to become independent thinkers, students will engage in book groups to reflect on their bias and opinions and attempt to suspend judgment while considering multiple perspectives. Students will then research a contemporary conflict/war.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>