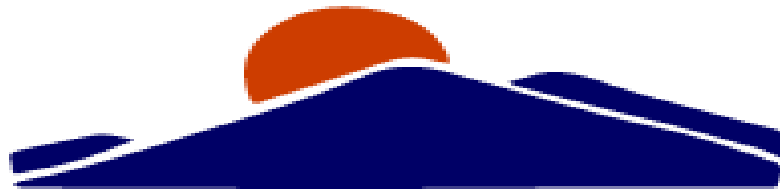


# West Orange Public Schools



## **Curriculum Revisions ELA K-3**

Presented at:  
Board of Education Meeting  
September 10, 2020

# Curriculum Writing Committee

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# Scope and Sequence

- Time Frame
- Unit Title
- Links to Units
- Transfer Goals

## Unit Sequence and Pacing Grade 3 2020-2021

| Unit                          | Unit Title, Link, and Transfer Goal   |
|-------------------------------|---|
| <b>Unit 1</b><br>(20-30 days) | <b><u>Embracing Reading Workshop</u></b><br>Students will be able to independently use their learning to develop identities as readers with good habits within a reading workshop community.<br><br><b><u>Embracing Writing Workshop</u></b><br>Students will be able to independently use their learning to develop identities as writers with good habits within a writing workshop community while writing a personal narrative. |
| <b>Unit 2</b><br>(20-30 days) | <b><u>Character Studies</u></b><br>Students will be able to independently use their learning to read and understand the story elements and study characters by their words and actions.<br><br><b><u>Realistic Fiction</u></b><br>Students will be able to independently use their learning to write a believable realistic fiction story with organization and elaboration in mind.  |
| <b>Unit 3</b><br>(20-30 days) | <b><u>Reading to Learn</u></b><br>Students will be able to independently use their learning to analyze nonfiction structures to develop an understanding that we read informational texts to learn.<br><br><b><u>Expert Writing</u></b><br>Students will be able to independently use their learning to write an information piece that is focused and organized to teach others about a topic in which they share their expertise. |
| <b>Unit 4</b><br>(20-30 days) | <b><u>Short Texts Across Genres</u></b><br>Students will be able to independently use their learning to use the structure of short texts to support comprehension across genres.<br><br><b><u>Literary Essay</u></b><br>Students will be able to independently use their learning to read closely to generate writing ideas about literature to support their idea by using evidence from the text.                                 |
| <b>Unit 5</b><br>(20-30 days) | <b><u>Mystery Book Clubs</u></b><br>Students will be able to independently use their learning to read suspiciously, learn strategies to solve mysteries, and share opinions.<br><br><b><u>Opinion Essay</u></b><br>Students will be able to independently use their learning to write their opinions with reasons and supports to convince others.  |
| <b>Unit 6</b><br>(20-30 days) | <b><u>Content Area Reading and Writing</u></b><br>Students will be able to independently use their learning to research a content area topic and write to inform others about the topic they studied.   |

# Curriculum Template Stage 1

- Course
- Grade
- Unit Title
- Estimated Time Frame

## Stage 1 Desired Results

- Learning Goals / NJSLS Standards
- Transfer Goal/ Independence
- Enduring Understandings
- Essential Questions
- Knowledge
- Skills

## Stage 2 Assessments

|                             |   |
|-----------------------------|---|
| <b>Course:</b>              | <b>Grade:</b>                           |
| <b>Unit # : Unit Title</b>  | <b>Estimated time frame: ____ weeks</b> |
| <b><u>Unit Overview</u></b> |   |
|                             |   |

| STAGE 1: DESIRED RESULTS           |  |                                       |  |
|------------------------------------|--|---------------------------------------|--|
| Learning Goals/<br>NJSLS Standards | Transfer Goal<br>Students will be able to independently use their learning to... |                                       |  |
|                                    |  |                                       |  |
|                                    | Enduring Understandings<br>Students will understand that...                      | Essential Questions                   |  |
|                                    | •  | •                                     |  |
|                                    | Knowledge<br>Students will know...   | Skills<br>Students will be able to... |  |
|                                    | •  | •                                     |  |

# Curriculum Template Stage 3

## STAGE 3: LEARNING PLAN

- Teaching for understanding
- Learning experience/instructional strategies achieve the desired results
- Learning is planned to develop targeted understanding in Stage 1
- Equips students for performances of learning specified in Stage 2

Instructional Materials / Technology

# Revision Timeline/Process

## *Listening Sessions / Teacher Feedback*

SY 2019-2020

- Revised Grades 4 and 5
  - Assessment Integration
  - Concrete resources to better align to teaching points
  - Writing Process
  - Grammar and vocabulary

Board Approval: June 2020

# Revision Timeline/Process

## *Listening Sessions / Curriculum Council*

Summer 2020

- Proposed Revisions K-3
  - Assessment Integration
  - Concrete resources to better align to teaching points
  - Writing Process
  - Grammar / Vocabulary

# K-3 ELA Curriculum Revisions Include

- Unpacked the grade level standard state expectations
- Persuasive writing revised to opinion writing
- Writing in response to reading
- Vocabulary, grammar, note-taking lessons
- Assessments aligned to transfer goal



# Kindergarten Highlights

- Restructured the order of units
- Included scaffold of List Books to Patterns Books
- Revised Small Moment unit to Personal Narrative
- Focus on sentence structure

## Unit Sequence and Pacing Kindergarten 2020-2021

| Unit                          | Unit Title, Link, and Transfer Goal  |
|-------------------------------|--|
| <b>Unit 1</b><br>(20-30 days) | <p><b><u>Launching Reading Workshop</u></b><br/>           Students will be able to independently use their learning to become a part of a community of independent readers who follow the routines of reading workshop and learn concepts of print.</p> <p><b><u>Launching Writing Workshop</u></b><br/>           Students will be able to independently use their learning to become an active participant in a writing community and follow workshop procedures.</p> |
| <b>Unit 2</b><br>(20-30 days) | <p><b><u>Emergent Reading</u></b><br/>           Students will be able to independently use their learning to understand how books tell stories with their pictures and words, as well as retell familiar storybooks.</p> <p><b><u>List and Pattern Books</u></b><br/>           Students will be able to independently use their learning to write their own book using a pattern.</p>  |
| <b>Unit 3</b><br>(20-30 days) | <p><b><u>Reading with Print Strategies/Sight Words</u></b><br/>           Students will be able to independently use their learning to apply what they know about print strategies, language patterns, and sight words to read just right books.</p> <p><b><u>Personal Narrative</u></b><br/>           Students will be able to independently use their learning to tell and write stories from their own lives independently through sketching and writing.</p>        |
| <b>Unit 4</b><br>(20-30 days) | <p><b><u>Nonfiction Reading</u></b><br/>           Students will be able to independently use their learning to understand that nonfiction books can be used to learn about our world.</p> <p><b><u>Writing to Teach Others</u></b><br/>           Students will be able to independently use their learning to write to teach others about a topic of personal expertise.</p>   |
| <b>Unit 5</b><br>(20-30 days) | <p><b><u>Diving Deeper into Print</u></b><br/>           Students will be able to independently use their learning to apply a variety of print strategies and monitor for meaning as they learn how to read more challenging books.</p> <p><b><u>Informational: How-To</u></b><br/>           Students will be able to independently use their learning to write a How-To book by planning and writing with teaching pictures and sequential steps.</p>                  |
| <b>Unit 6</b><br>(20-30 days) | <p><b><u>Character Study</u></b><br/>           Students will be able to independently use their learning to get to know characters in books when reading through thinking, talking, and dramatizing.</p> <p><b><u>Opinion Writing</u></b><br/>           Students will be able to independently use their learning to compose opinion pieces to share their feelings about a topic or book.</p>   |

# First Grade Highlights

- Heavy emphasis on decoding, fluency, and comprehension strategies
- Focus on sentence structure

## STAGE 3: LEARNING PLAN

### Readers learn even more strategies to solve hard words.

- Readers use tools for solving and checking hard words. ([Readers Have Big Jobs to Do](#), p. 24)
  - Create a class chart with tools for solving and checking hard words.
- Readers think about the story to solve hard words. ([Readers Have Big Jobs to Do](#), p. 37 and/or [The Reading Strategies Book](#), p. 87)
  - Model how readers think about what is happening in the story to figure out what word would make sense.
- Readers think about what kind of word would fit. ([Readers Have Big Jobs to Do](#), p. 44)
  - Demonstrate how readers think about what word would sound right.
- Readers slow down to break up long words. ([Readers Have Big Jobs to Do](#), p. 53)
  - Model how readers break words into known parts.

### Readers read with fluency.

- Readers use different strategies to make their reading sound fluent. ([Readers Have Big Jobs to Do](#), p. 108 and/or [The Reading Strategies Book](#), p.112)
  - Model what a fluent reader sounds like by scooping up words, changing your voice to sound like the character, reading loud and clear, etc.)
- Readers look ahead to the end of the sentence and notice if there is a question mark, exclamation mark, or period and match their voice. ([The Reading Strategies Book](#), p. 113)
  - Model how to read a sentence with a period, question mark, and exclamation mark.
- Readers understand that when they see quotation marks, a character is speaking. ([The Reading Strategies Book](#), p. 117)
  - Model how to read dialogue in a story and identify who is speaking.
- Readers think about how the character feels and match their voice when reading dialogue. ([The Reading Strategies Book](#), p. 118)
  - Model how to read dialogue to match the character's feelings.

### Readers read for understanding.

- Readers visualize parts of a story while reading to understand what is happening. ([Readers Have Big Jobs to Do](#), p. 83)
  - Model how to make a movie in your mind to make sure you are understanding.
- Readers pay close attention to dialogue so they can keep track of who is speaking. ([Readers Have Big Jobs To Do](#), p. 89)
  - Model how to keep track of dialogue between characters in a book.
- Readers ask questions to engage with the text. ([The Reading Strategies Book](#), p. 59)
  - Model how readers ask questions as they read and create a class list.
- Readers talk about books with their reading partners. ([Readers Have Big Jobs to Do](#), p. 31)
  - Model how to have a conversation with your partner about what you are reading.
- Readers think about what the characters do and say. ([The Reading Strategies Book](#), p. 29)
  - Model how readers look carefully at a picture and ask questions.

### Readers write responses to their reading.

- Readers stop and jot to hold onto their thoughts. ([The Reading Strategies Book](#), p. 358)
  - Model how readers stop, think and jot their thoughts on a sticky note to record their thinking.
- Readers use sticky notes as tools. ([The Reading Strategies Book](#), p. 360)
  - Model how readers use sticky notes to record their thinking in different ways.

# Second Grade Highlights

- Focus on paragraph structure
- Embedded grammar skills throughout the writing process

## STAGE 3: LEARNING PLAN

### Writers gather ideas for writing.

- Writers generate ideas for writing. ([The Writing Strategies Book](#), p. 98)
  - Model how to generate and collect ideas for writing.
- Writers mine mentor texts for topics. ([The Writing Strategies Book](#), p. 104)
  - Model how to generate writing topics based on connections to mentor texts.
- Writers reread their brainstorming ideas to choose a topic they want to write about.
  - Model how to choose an idea from previously generated writing topics.

### Writers plan and draft their writing in order to build stamina and independence.

- Writers talk about their writing idea with a partner. ([The Writing Strategies Book](#), p. 367 and/or [A Guide to the Writing Workshop](#), p. 40)
  - Model how to verbally develop a writing idea with a partner.
- Writers use a planning box to first sketch and then write across five-page booklets pages. ([The Writing Strategies Book](#), p. 169)
  - Demonstrate how to use the sketch/planning box to plan writing.
- Writers use their sketches to write sentences across pages. ([The Writing Strategies Book](#), p. 169)
  - Model how writers develop sentences based on their sketches.
- Writers draft a narrative (one time) five-page booklet on a single topic using a previously created idea. ([The Writing Strategies Book](#), p. 172)
  - Model how to write a narrative (one time) booklet across five pages.

### Writers revise writing by making sure that it makes sense.

- Writers observe their surroundings closely. ([The Writing Strategies Book](#), p. 96)
  - Model using the five senses to describe a topic with greater detail.
- Writers use domain-specific vocabulary to tell more about a topic. ([The Writing Strategies Book](#), p. 263)
  - Model ways to brainstorm other words that can be used to be more specific.
- Writers use precise nouns to tell exactly what they mean in their writing. ([The Writing Strategies Book](#), p. 264)
  - Create an "instead of" words chart to think of other nouns to use in their writing.

### Writers edit their work.

- Writers check their writing to ensure the paragraph has complete simple and compound sentences. ([The Writing Strategies Book](#), p. 331)
  - Read over each page to make sure all sentences are complete.
- Writers capitalize holidays, product names, and geographic names.
  - Find places in their writing where proper nouns should be capitalized.
- Writers use an apostrophe to form contractions and frequently occurring possessives.
  - Find places in their writing where contractions and possessives require apostrophes.

### Writers publish their writing.

- Writers transfer their five-page booklets into paragraph form.
  - Model how to rewrite the sentences in a five-page booklet into paragraph form.
- Writers publish their writing and celebrate with others.
  - Share the final paragraph with classmates.

# Third Grade Highlights

- Focus on text structure
- Focus on essay structure with scaffolded approach
  - Essay structure within a literary essay (1 text)
  - Shifted to text comparison literary essay

## STAGE 3: LEARNING PLAN

### Writers understand that literary essayists pay attention to text and generate ideas about literature.

- Writers think about ways readers think about texts. (*If... Then... Curriculum*, p. 46)
  - Model how writers think about ideas (lessons characters learn, how characters change, and issues characters face) and create an anchor chart.
- Writers generate ideas about literature. (*If... Then... Curriculum*, p. 47)
  - Demonstrate how writers collect lots of different ideas about literature, think about which is the easiest to write, and try out different strategies.

### Writers decide on one idea to develop into a literary essay.

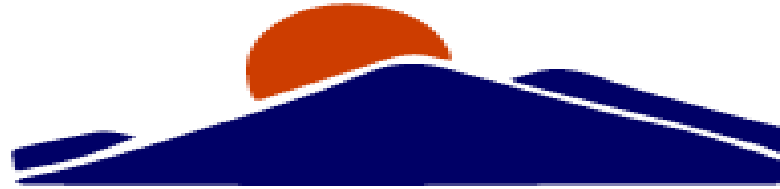
- Writers reread their entries to find a seed idea. (*If... Then... Curriculum*, p. 48)
  - Model how writers reread their entries and find possible thesis statements (ideas about texts).
- Writers state their opinion about literature with a clear thesis statement. (*If... Then... Curriculum*, p. 48)
  - Demonstrate how writers state their claim or opinion in a thesis statement.
- Writers support their ideas by collecting evidence before they write. (*If... Then... Curriculum*, p. 49)
  - Model how writers use a T-Chart/Double Entry Journal to record evidence from the text and their thoughts.
- Writers lift a powerful line from a text. (*The Reading Strategies Book*, p. 367)
  - Model how writers use a line from a text to write their thoughts, comments, and reactions.

### Writers practice writing literary essays by responding to one text first.

- Writers draft an introduction. (*The Writing Strategies Book*, p. 153)
  - Model how writers state their opinions and reasons in the introduction as a thesis statement.
- Writers cite specific evidence from the text.
  - Demonstrate how writers choose quotes that support reasons.
- Writers draft conclusions by summing up their opinion and reasons. (*The Writing Strategies Book*, p. 204)
  - Demonstrate how to write conclusions by restating opinions and including reasons that sum up your piece, making the big idea clear.

### Writers strengthen literary essays by comparing two texts.

- Literary essayists look at parts of different texts that are rich for comparison.
  - Model thinking across two texts by comparing (lessons characters learn, how characters change, issues characters face, etc.).
- Writers make a thesis statement comparing two texts.
  - Model writing a comparative thesis statement using a sentence frame:  
\_\_\_\_ and \_\_\_\_ are similar and different because \_\_\_\_  
\_\_\_\_ and \_\_\_\_ have similar themes \_\_\_\_  
\_\_\_\_ and \_\_\_\_ are both about \_\_\_\_
- Writers make a plan for how their literary essay will be structured.
  - Model how to choose the point by point structure or the block structure to set up their essay.
- Writers collect reasons and evidence to go with their thesis statement.
  - Demonstrate how writers find reasons and evidence that support their thesis statement.



**Thank you!**