



## District Literacy Curriculum - Kindergarten

### Kindergarten Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

Kindergarten Reading and Writing Units of Study Unit 1		
	Reading Units of Study <b>We Are Readers</b>	Writing Units of Study <b>Launching the Writing Workshop</b>
In this unit...	In this unit we invite our kindergarteners into the reading workshop and help them see themselves as readers.	In this unit we invite our kindergarteners into the writing workshop and help them see themselves as writers.
Unit GOAL The goal is to...	The goal is to help kindergartners see themselves as readers and realize books can teach them about the world.	The goal is to help kindergartners see themselves as writers and realize their ideas are worth writing about.
GOALS by BEND	<p><b>BEND 1: Launching with Learn-About-the World Books</b></p> <ul style="list-style-type: none"> <li>Developing essential pre-reading skills</li> <li>Re-reading to learn more</li> <li>Learning about the world through reading</li> </ul> <p><b>BEND 2: Reading Old Favorite Storybooks</b></p> <ul style="list-style-type: none"> <li>Growing our understanding of story structure and language</li> <li>Developing vocabulary</li> </ul>	<p><b>BEND 1: We Are All Writers</b></p> <ul style="list-style-type: none"> <li>Generating topics</li> <li>Sketching ideas</li> </ul> <p><b>BEND 2: Writing Teaching Books</b></p> <ul style="list-style-type: none"> <li>Using letter-sound correspondence and letter formation to write words</li> </ul> <p><b>BEND 3: Writing Stories</b></p> <ul style="list-style-type: none"> <li>Writing on one topic across multiple pages</li> <li>Revising our writing by adding more</li> </ul>
Mentor Texts	<i>The Beetle Alphabet Book</i> by Jerry Pallotta <i>The Three Billy Goats Gruff</i> by Paul Galdone	<i>Freight Train</i> by Donald Crews
Read Aloud Texts	<i>The Carrot Seed</i> by Ruth Krauss <i>Harry the Dirty Dog</i> by Gene Zion <i>Koala Lou</i> by Mem Fox <i>Bunny Cakes</i> by Rosemary Wells <i>Where the Wild Things Are</i> by Maurice Sendak	None
Shared Reading Texts	<i>Silly Sally</i> by Audrey Wood <i>Mrs. Wishy Washy</i> by Joy Cowley <i>Wishy Washy- Mouse/House/Clothes</i> by Joy Cowley <i>Cookies Week</i> by Cindy Ward	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>We Are Readers</b>	Writing Units of Study <b>Launching the Writing Workshop</b>
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.7 RF.K.1, RF.K.2, RF.K.3, RF.K.4	RF.K.1, RF.K.2, RF.K.3, RF.K.4
Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.1, SL.K.3, SL.K.4
Language K-5	L.K.2	L.K.5, L.K.6
Writing K-5	W.K.1, W.K.2	W.K.2, W.K.3, W.K.4, W.K.5, W.K.6

## Kindergarten Reading and Writing Units of Study Unit 2

	Reading Units of Study <b>Emergent Reading: Looking Closely at Familiar Texts</b>	Writing Units of Study <b>Show and Tell</b>
In this unit...	In this unit we teach children how stories tend to go, how to use storytelling vocabulary and language, and that the pictures hold meaning.	In this unit we use show and tell as a way to motivate kindergarteners to develop foundational skills and teach students that they can write.
Unit GOAL The goal is to...	The goal is to strengthen readers' willingness to read, as well as their own confidence when approaching books.	The goal is to help writers use more conventional spelling and high frequency words.
GOALS by BEND	<p><b>BEND 1: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story</b></p> <ul style="list-style-type: none"> <li>● Noticing more and more in the books we read</li> <li>● Sounding like a storyteller</li> </ul> <p><b>BEND 2: Readers Reread and Write Words to Look Closely and Notice More in the Story</b></p> <ul style="list-style-type: none"> <li>● Using print to read, notice details, and understand our books</li> </ul> <p><b>BEND 3: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely</b></p> <ul style="list-style-type: none"> <li>● Having conversations about familiar books to help us understand them even better</li> </ul>	<p><b>Bend 1: Writing Is a Way To Show and Tell</b></p> <ul style="list-style-type: none"> <li>● Drawing objects</li> <li>● Writing lots of labels</li> <li>● Revising pictures and labels by adding more</li> </ul> <p><b>Bend 2: Writing Show and Tell Books</b></p> <ul style="list-style-type: none"> <li>● Increasing writing volume</li> <li>● Writing longer labels and phrases</li> <li>● Writing sentences</li> <li>● Talking about writing with partners</li> </ul> <p><b>Bend 3: Using Patterns to Write Show and Tell Books</b></p> <ul style="list-style-type: none"> <li>● Writing many sentences across pages</li> <li>● Using snap words in writing</li> </ul>
Mentor Texts	<i>Bunny Cakes</i> by Rosemary Wells <i>Harry the Dirty Dog</i> by Gene Zion <i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood Poems/Songs: "Where Is Thumbkin?"	<i>The Ultimate Book of Vehicles</i> by Sophie Bordet-Petillon <i>The Zoo</i> <i>On the Go</i> <i>My Fridge: My First Book of Food</i> by duopress labs
Read Alouds		
Shared Reading Texts	<i>The Farm Concert</i> by Joy Cowley <i>Dan, the Flying Man</i> by Joy Cowley <i>Hairy Bear</i> by Joy Cowley	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Emergent Reading: Looking Closely at Familiar Texts</b>	Writing Units of Study <b>Show and Tell</b>
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.7 RF.K.1, RF.K.2, RF.K.3, RF.K.4	R.K.7 RF.K.1, RF.K.2, RF.K.3, RF.K.4
Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.2, SL.K.4, SL.K.5
Language K-5	LK.1, L.K.2	L.K.5, L.K.6
Writing K-5	W.K.1, W.K.2	W.K.2, W.K.3, W.K.5

## Kindergarten Reading and Writing Units of Study Unit 3

	Reading Units of Study <b>Superpowers: Reading with Print Strategies and Sight Word Power</b>	Writing Units of Study <b>Writing For Readers</b>
In this unit...	In this unit readers do the hard work of decoding by activating the “Super Powers” taught throughout the unit.	In this unit we encourage kindergarteners to begin writing personal narratives based on true stories from their lives.
Unit GOAL The goal is to...	The goal is to tap into children’s love of play as they learn “super power” strategies that help them work on their decoding fluency	The goal is to teach strategies for making clearer, richer stories and help students strengthen the conventions and mechanics of their writing
GOALS by BEND	<p><b>BEND 1: Using Superpowers to Look and Point, and Then Read Everything</b></p> <ul style="list-style-type: none"> <li>● Developing one-to-one matching</li> <li>● Rereading to understand our texts and develop fluency</li> </ul> <p><b>BEND 2: Taking on Even the Hardest Words</b></p> <ul style="list-style-type: none"> <li>● Previewing our books</li> <li>● Growing our super powers</li> <li>● Building our bank of high frequency words</li> </ul> <p><b>BEND 3: Bringing Books to Life</b></p> <ul style="list-style-type: none"> <li>● Retelling our books</li> <li>● Scooping up more words when rereading</li> </ul>	<p><b>Bend 1: Writing Stories that People Can Really Read</b></p> <ul style="list-style-type: none"> <li>● Telling true stories of our lives</li> <li>● Drawing to plan</li> <li>● Writing sentences</li> </ul> <p><b>Bend 2: Tools Give Writers Extra Power</b></p> <ul style="list-style-type: none"> <li>● Using vowels and sight words to make our writing easier to read</li> </ul> <p><b>Bend 3: Partnering for Revision: Making Stories More Fun to Read</b></p> <ul style="list-style-type: none"> <li>● Telling more</li> <li>● Adding endings and beginnings</li> </ul> <p><b>Bend 4: Preparing for Publication</b></p> <ul style="list-style-type: none"> <li>● Making publishing decisions</li> </ul>
Mentor Texts	<i>In the Garden</i> by Annette Smith <i>Wake Up Dad</i> by Houghton Mifflin <i>Honey for Baby Bear</i> by Beverley Randell <i>Cat and Mouse</i> by Phyllis Root <i>Picnic</i> by Phyllis Root <i>It’s Super Mouse!</i> by Phyllis Root <i>Pizza</i> by Phyllis Root	<i>Creak! Said the Bed</i> by Phyllis Root <i>A Chair for My Mother</i> by Vera Williams <i>Shortcut</i> by Donald Crews
Read Alouds	<i>So Much!</i> by Trish Cooke	
Shared Reading Texts	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. and Eric Carle <i>Shortcut</i> by Donald Crews	None

	<i>Carla's Big Splash</i> by Kimberly Beckley <i>The Kissing Hand</i> by Audrey Penn	
Wisconsin Standards for English Language Arts		
	Reading Units of Study Superpowers	Writing Units of Study Writing For Readers
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.6, R.K.7,R.K.8,R.K.9 RF.K.1, RF.K.2, RF.K.3, RF.K.4	R.K.1, R.K.2, R.K.3 RF.K.1, RF.K.2, RF.K.3, RF.K.4
Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.2, SL.K.4, SL.K.5
Language K-5	L.K.2, L.K.5, L.K.6	L.K.5, L.K.6
Writing K-5	W.K.2, W.K.3	W.K.3, W.1.3, W.1.5

Kindergarten Reading and Writing Units of Study Unit 4		
	Reading Units of Study Boosting Reading Power	Writing Units of Study How to Books: Writing to Teach
In this unit...	In this unit we help readers tackle more complex texts by enhancing the super powers they learned in unit three with a “turbo boost.”	In this unit we invite writers to use dramatization, drawing, and writing to teach others how to complete tasks they themselves are experts at.
Unit GOAL The goal is to...	The goal is to use a variety of decoding skills to read complex texts.	The goal is to use drawing and writing to write procedural texts.
GOALS by BEND	<p><b>BEND 1:</b></p> <ul style="list-style-type: none"> <li>Gaining meaning from thinking deeply about the words and the pictures</li> <li>Identifying story elements</li> </ul> <p><b>BEND 2:</b></p> <ul style="list-style-type: none"> <li>Looking through all the sounds to read words</li> </ul> <p><b>BEND 3:</b></p> <ul style="list-style-type: none"> <li>Increasing our high frequency word bank</li> </ul>	<p><b>BEND 1: Writing How-to Books, Step by Step</b></p> <ul style="list-style-type: none"> <li>Increasing writing volume</li> <li>Writing with clarity and detail</li> </ul> <p><b>BEND 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</b></p> <ul style="list-style-type: none"> <li>Studying mentor texts</li> <li>Trying out author techniques in our own writing</li> </ul> <p><b>BEND 3: Keeping Readers in Mind</b></p> <ul style="list-style-type: none"> <li>Writing a series or collection of how-to books across a topic</li> </ul>
Mentor Texts	<i>To Be Determined</i>	<i>My First Soccer Game</i> by Alyssa Capucilli
Read Aloud Texts	<i>To Be Determined</i>	None
Shared Reading Texts	<i>To Be Determined</i>	None

Wisconsin Standards for English Language Arts		
	Reading Units of Study Boosting Reading Power	Writing Units of Study How to Books: Writing to Teach
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.6, R.K.7, R.K.9 RF.K.1, RF.K.2, RF.K.3, RF.K.4	R.K.2, R.K.7 RF.K.1, RF.K.2, RF.K.3, RF.K.4

Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.1, SL.K.2, SL.K.4
Language K-5	L.K.2, L.K.5, L.K.6	L.K.5, L.K.6
Writing K-5	W.K.2, W.K.3	W.K.2, W.K.3, W.K.5, W.K.9

### Kindergarten Reading and Writing Units of Study Unit 5

	Reading Units of Study <b>Bigger Books Bigger Reading Muscles</b>	Writing Units of Study <b>Persuasive Writing of All Kinds</b>
In this unit...	In this unit we help students integrate their reading strategies and use them in combination with one another to read harder texts.	In this unit we explore ways to use our writing voices to create change.
Unit GOAL The goal is to...	The goal is to use patterns, letters and sounds to read more complex books with accuracy, fluency and comprehension.	The goal is to think about purpose and audience when making writing decisions.
GOALS by BEND	<p><b>BEND 1: Tackling More Challenging Books</b></p> <ul style="list-style-type: none"> <li>Monitoring our reading and making self-corrections along the way</li> </ul> <p><b>BEND 2: Zooming in on Letters and Sounds</b></p> <ul style="list-style-type: none"> <li>Using initial sounds</li> <li>Using beginning consonant clusters (blends/digraphs)</li> <li>Using ending sounds</li> </ul> <p><b>BEND 3: Becoming Stronger Readers</b></p> <ul style="list-style-type: none"> <li>Study pictures to learn more about the story</li> <li>Using snap words</li> </ul>	<p><b>BEND 1: Exploring opinion writing: Making our school a better place</b></p> <ul style="list-style-type: none"> <li>Writing different kinds of persuasive writing (speeches, posters, letters, petitions)</li> <li>Developing our use of persuasive language</li> </ul> <p><b>BEND 2: Sending Our Words Out into the World: Writing Letters to Make a Change</b></p> <ul style="list-style-type: none"> <li>Considering audience</li> <li>Making decisions on how to present our writing</li> </ul> <p><b>BEND 3: Persuasive Writing Projects</b></p> <ul style="list-style-type: none"> <li>Working together in clubs to create persuasive writing projects</li> </ul>
Mentor Texts	<i>The Snowy Day</i> by Ezra Jack Keats <i>DK Readers: Monkeys</i> <i>Koala Lou</i> by Mem Fox	None
Read Aloud Texts	<i>Dragonflies</i> by Margaret Hall	None
Shared Reading Texts	<i>My Bug Box</i> by Pat Blanchard	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Bigger Books Bigger Reading Muscles</b>	Writing Units of Study <b>Persuasive Writing of All Kinds</b>
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.7, R.K.8, R.K.9 RF.K.1, RF.K.2, RF.K.3, RF.K.4	R.K.1, R.K.8 RF.K.1, RF.K.2, RF.K.3, RF.K.4

Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.1, SL.K.2, SL.K.4, SL.K.5
Language K-5	L.K.2, L.K.3, L.K.4, L.K.6	L.K.5, L.K.6
Writing K-5	W.K.3, W.K.7	W.K.1, W.K.2., W.K.6

### Kindergarten Reading and Writing Units of Study Unit 6

	Reading Units of Study <b>Becoming Avid Readers</b>	Writing Units of Study <b>All About Books</b>
In this unit...	In this unit we read fictional stories, nonfiction and poetry and transfer all the skills we have learned this year.	In this unit we recognize young students are experts on so many topics and help them harness that knowledge into writing topic-based books.
Unit GOAL The goal is to...	The goal is to build a love of reading that encourages students to continue reading throughout the summer and well into first grade.	The goal is to use a combination of drawing and writing to compose informative/explanatory texts.
GOALS by BEND	<p><b>BEND 1: Becoming an Avid Reader</b></p> <ul style="list-style-type: none"> <li>Building reading stamina, comprehension, and the ways in which we talk about our books with our reading partners</li> </ul> <p><b>BEND 2: Learning from All-About Books</b></p> <ul style="list-style-type: none"> <li>Identifying new information</li> <li>Questioning the text</li> </ul> <p><b>BEND 3: Falling in Love With Poetry</b></p> <ul style="list-style-type: none"> <li>Thinking about what the poem is about</li> <li>Making voices match the feeling and rhythm of the poem</li> </ul>	<p><b>BEND 1: Writing All About Books on Topics We Love</b></p> <ul style="list-style-type: none"> <li>Generating a variety of topics</li> <li>Setting writing goals</li> <li>Organizing books in different ways</li> </ul> <p><b>BEND 2: Revising By Elaborating - Then Writing Longer Books, Right From The Start</b></p> <ul style="list-style-type: none"> <li>Using elaboration techniques</li> </ul> <p><b>BEND 3: Revising By Elaborating - Then Writing Longer Books, Right From The Start</b></p> <ul style="list-style-type: none"> <li>Writing and applying all the techniques learned independently</li> <li>Revising and publishing our pieces</li> </ul>
Mentor Texts	<i>Puppy Mudge Wants to Play</i> by Cynthia Rylant <i>DK Readers: Farm Animals</i>	Acorn Books: <ul style="list-style-type: none"> <li><i>Triceratops</i></li> <li><i>Brachiosaurus</i></li> <li><i>Tyrannosaurus Rex</i></li> </ul> <i>Puppies</i> by Michele Dufresne <i>All About Cars</i> by Matthew Hugo
Read Aloud Texts	<i>Not Norman: A Goldfish Story</i> by Kelly Bennett and Noah Z. Jones	None
Shared Reading Texts	<i>Gossie</i> by Olivier Dunrea	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Becoming Avid Readers</b>	Writing Units of Study <b>All About Books</b>
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.7, R.K.9 RF.K.1, RF.K.2, RF.K.3, RF.K.4	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.7 RF.K.1, RF.K.2, RF.K.3, RF.K.4
Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	SL.K.1, SL.K.4, SL.K.5

Language K-5	L.K.1, L.K.3, L.K.4, L.K.5, L.K.6	L.K.5, L.K.6
Writing K-5	W.K.2, W.K.3, W.K.7, W.K.8	W.K.2, W.K.6, W.K.9

Kindergarten Reading Unit of Study Unit 7		
	Reading Units of Study <b>Giving the Gift of Reading</b>	
In this unit...	In this unit we invite kindergarten readers to show off all the hard work they've done this year by giving that gift of reading to others. They do this by planning read alouds for classmates, grade level friends or current 4k students.	
Unit GOAL The goal is to...	The goal is to combine accuracy, fluency, and comprehension to become the best readers we can.	
GOALS by BEND	<p><b>BEND 1: Bend One Outcomes: Giving the Gift of Reading to Our Classmates</b></p> <ul style="list-style-type: none"> <li>• Being thoughtful about who and how I give the gift of my reading</li> <li>• Using content, genre, and language of the book to make reading more fluent</li> </ul> <p><b>BEND 2: Readers Tackle the Hard Parts to Make Us Better Gift-Givers</b></p> <ul style="list-style-type: none"> <li>• Recognizing when parts get hard and working to fix-up the tricky parts so my reading is the best it can be</li> <li>• Monitoring and checking reading</li> </ul> <p><b>BEND 3: Sharing Our Gifts with the World</b></p> <ul style="list-style-type: none"> <li>• Using all my strategies to make my reading sound the best it can</li> <li>• Giving feedback to my partner to help them become the best readers they can be</li> </ul>	
Mentor Texts	<i>Little Bulldozer</i> by Beverley Randell <i>When Sammy Was a Puppy</i> by Kathleen Urmston <i>Fireflies</i> by Michele Dufresne (Explore the World) <i>The Hungry Birds</i> by Michele Dufresne <i>DK Readers Big Trucks</i> <i>DK Readers Ponies and Horses</i> <i>Puppy Mudge Wants to Play</i> by Cynthia Rylant <i>Piggie and Elephant: My New Friend is SO Fun</i> by Mo Willems	
Read Aloud Texts	None	
Shared Reading	None	
Wisconsin Standards for English Language Arts		
	Reading Units of Study <b>Giving the Gift of Reading</b>	
Reading K-5 Foundational Skills	R.K.1, R.K.2, R.K.3, R.K.4, R.K.5, R.K.6, R.K.7, R.K.8, R.K.9 RF.K.1, RF.K.2, RF.K.3, RF.K.4	
Speaking and Listening K-5	SL.K.1, SL.1.2, SL.K.4	
Language K-5	L.K.4, L.K.5, L.K.6	
Writing K-5	W.K.2, W.K.3	

## Kindergarten Phonological/Phonemic Awareness

The Heggerty Phonemic Awareness Curriculum begins in our 4K program and continues through grade two. The curriculum provides students with consistent and repeated instruction in the phonemic awareness skills of rhyming, phoneme Isolation (initial, final, and medial), blending words, syllables, onset-rime, and phonemes, segmenting words, syllables, onset-rime, and phonemes, adding syllables and phonemes, deleting syllables and phonemes, and substituting syllables and phonemes. These skills transfer to developing a student's decoding and encoding skills.

Hartland-Lakeside School District 4K-2 Phonological/Phonemic Awareness Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>Recognizes sounds that match and words that begin or end with the same sounds</li> <li>Recognizes and produces rhyming words</li> <li>Discriminates separate syllables in spoken words and begins to blend and segment syllables.</li> <li>Recognizes single sounds and combinations of sounds</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Kindergarten</b> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 1</b> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</li> </ol>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 2</b> RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ol style="list-style-type: none"> <li>Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</li> </ol>
<p><b>September -November</b> (47 days/ 12 weeks)</p>			
<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>Rhyme Repetition</li> <li>Onset Fluency: <ul style="list-style-type: none"> <li>Isolate the Initial Consonant</li> </ul> </li> <li>Blending <ul style="list-style-type: none"> <li>Compound words</li> <li>Syllables</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>Rhyming <ul style="list-style-type: none"> <li>Hearing rhymes</li> <li>Rhyme Recognition</li> <li>Rhyme Production</li> </ul> </li> <li>Onset Fluency: <ul style="list-style-type: none"> <li>Consonants and vowels</li> <li>Consonants and Short</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>Rhyming <ul style="list-style-type: none"> <li>Rhyme Recognition</li> <li>Rhyme Production</li> </ul> </li> <li>Onset Fluency: <ul style="list-style-type: none"> <li>Consonants and Vowels</li> <li>Consonants, vowels and digraphs</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>Rhyme recognition &amp; Production</li> <li>Initial Phoneme Isolation <ul style="list-style-type: none"> <li>Initial consonants and vowels</li> <li>Consonants/digraphs/bl ends</li> </ul> </li> <li>Blending</li> </ul>



<ul style="list-style-type: none"> <li>○ Body-coda</li> <li>○ Onset-Rime</li> <li>● Isolating Final sound</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Alphabet Knowledge</li> </ul>	<p style="text-align: center;">Vowels</p> <ul style="list-style-type: none"> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Body- Coda</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Isolating Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compounds</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words to Make Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Body-coda</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 Phonemes</li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Final</li> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 phoneme words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> </ul>
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**December -February**  
(46 days/ 10 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyme Recognition</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate the Initial Consonant</li> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> </ul> </li> <li>● Blending <ul style="list-style-type: none"> <li>○ Compound words</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and Short Vowels</li> <li>○ Consonants and Long Vowels</li> <li>○ Vowels</li> </ul> </li> <li>● Blending:</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonant Blends, digraphs, consonants &amp; vowels</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> <li>○ L blends</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Blending <ul style="list-style-type: none"> <li>○ 4+ Phonemes</li> </ul> </li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Words into 4+ Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Blending 2 Phonemes</li> <li>● Isolating Medial and Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Segmenting into 2 Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Deleting Initial Phoneme</li> </ul> </li> <li>● Substituting Initial Phoneme of 2-phoneme words</li> </ul>	<ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> <li>● Isolating Medial Sounds <ul style="list-style-type: none"> <li>○ short/long vowels</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> <li>○ Consonant Digraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> <li>○ Phoneme location</li> <li>○ Final and Medial R controlled</li> <li>○ Medial: aw, au</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> <li>○ L blends</li> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Rimes</li> <li>○ Final Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> <li>○ R-controlled vowels and Advanced vowels (au, aw, ou, ow, oi, oy, oo)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Deleting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> </ul>
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**March -May**  
(52 days/ 12 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyme Production</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> <li>○ Categorization: Is the onset same or different?</li> </ul> </li> <li>● Blending</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Digraphs</li> <li>○ L Blends</li> <li>○ Mixed Blends</li> <li>○ Initial Phoneme with Blends</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 3-5 phoneme words with mixed vowel sounds</li> <li>○ Syllables</li> </ul> </li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Medial: aw, au</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Intervention for specific students</li> </ul>
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- Blending 2 Phonemes
- Blending 3 Phonemes
- Isolating final and mixed sounds
- Segmenting
  - Segmenting into 2-3 Phonemes
- Adding
  - Initial Phonemes
- Deleting
  - Deleting Initial Phoneme
- Substituting Initial Phoneme of 3-phoneme words

- Blending:
  - 4 or more Phoneme Words
- Isolating Sounds
  - Final/Medial/Phoneme Location
- Segmenting
  - 4 or more Phoneme Words
- Adding
  - Initial and Final Phonemes
- Deleting
  - Initial and Final Phonemes
- Substituting
  - Initial and Final Phonemes
  - Vowels
- Alphabet Knowledge
  - Consonant Digraphs
  - L Blends
  - S Blends
  - R Blends

- Final and Medial (aw, oo, oi)
- Medial/Final
- Medial mixed sounds
- Final syllables
- Phoneme Location
- Segmenting
  - 3-5 phoneme words with mixed vowels
  - Syllables
- Adding
  - Initial Phonemes
  - Final Phonemes & rime
- Deleting
  - Final Phonemes & rime
  - 2 letter of consonant blend
  - Initial phoneme
  - Initial/final syllable
  - Initial/ final phoneme
  - Rimes
- Substituting
  - Vowels
  - Initial/final phonemes
  - 2nd letter of blend
  - Rimes
- Alphabet Knowledge
  - R-controlled vowels & Advanced vowels (au, aw, ou, ow, oi, oy, oo)

## Kindergarten Phonics/Word Study

The Jolly Phonics curriculum begins in our 4k classrooms and is reviewed again in the early weeks of 5K to help ensure students are automatic with their letter identification and sound production. Jolly Phonics uses the synthetic phonics method of teaching the letter sounds in a multi-sensory way. After completion of the Jolly Phonics review, 5k then continues their phonics work using the Souday System Essentials which is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for 4K through Grade two.

Hartland-Lakeside School District 4K-2 Phonics Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>● Recognizes the difference between letters and other symbols.</li> <li>● Recognizes letters and their sounds in familiar words, especially in own name.</li> <li>● Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.</li> <li>● Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.</li> <li>● Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonics and Word Recognition -Kindergarten</b> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>D. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><b>Related to language standards:</b> L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. <b>Related to Reading Foundational standards.</b> L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>B. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</li> <li>D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>E. Decode 2-syllable words following basic (known) patterns by breaking the words into syllables.</li> <li>F. Read words with inflectional endings (i.e., -s, -ed, -ing).</li> <li>G. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p>L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>B. Know spelling-sound correspondences for additional common vowel teams.</li> <li>C. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</li> <li>D. Decode words with common prefixes and suffixes.</li> <li>E. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.               <ul style="list-style-type: none"> <li>○ Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).</li> <li>○ Know when to double the final consonant when adding a suffix. - ing, -ed.</li> </ul> </li> <li>F. Recognize and read grade-appropriate irregularly spelled words.</li> </ol>

L.2.6.d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

**September -November**  
(47 days/ 12 weeks)

Alphabet Knowledge  
(Jolly Phonics)

- Introduce upper and lowercase letters/sounds

**Phonics:**  
(Jolly Phonics (7 weeks) and HWTears)  
Alphabet Knowledge  
  
(EK Sondag Lessons 94-130)  
Digraphs (sh, th, ch)  
  
Name Study -know about names and use names to help with writing  
Snap Words List A

**Phonics**  
*As Needed: Review of kindergarten phonics principles*  
Letter sounds and beginning blends  
  
(E1 Sondag Lessons 11-25 and 31-75)

- Short a, e, i, o, and u)
- -ay
- Ee
- w, y
- sh
- Fszl rule
- ck
- qu

Begin Snap Words List C

**Concepts to be taught within reading workshop:**  
Inflected Endings (-s,-es, -ing,-ed, -er)

**Phonics**  
(E2 Sondag Lessons 1-15)  
*As Needed: Review of first grade phonics principles*  
Short a, i, o, u, ay, ee, sh, s blends, l blends, r blends  
Short e, ch, th, qu, fszl, -ck  
End Blends -st, -nd, -nt, -mp -sk, -ft, -lt, -lk, -sp, -ct, -nk, -ng  
  
(E2 Sondag Lessons 51-55)  
Advanced blends (scr, shr, spl, spr, squ, str, thr)  
(E2 Sondag Lessons 16-50)  
-y (by), o (go), ar, oo (moon), or, all, oy., oi  
VCe, Compound Words  
Wh, er, ow (blow), ow (owl), -ing, -er  
OO (book), -tch, -ch  
-dge, g, aw, oa  
-ear, -s, -es, ai, ir  
Soft c, soft g  
  
**Concepts to be taught within reading workshop:**  
Suffixes -ed/ed, -ed /d /t  
Suffix -tion  
Contractions: (see below March - June)  
Vowel teams  
R- controlled Vowels  
Tips for reading multisyllabic words

**December -February**  
(46 days/ 10 weeks)

<p>Alphabet Knowledge (Jolly Phonics)</p> <ul style="list-style-type: none"> <li>Introduce upper and lowercase letters/sounds</li> </ul>	<p><b>Phonics:</b> VC Phonograms (at, an, it, in, og, ot, ug, un, et) (EK Sondag lessons 131-180) Segmenting &amp; blending CVC words Short vowels Snap Words List A</p>	<p><b>Phonics</b> Long vowel teams (ee, ea) Phonograms -vvc</p> <p>(E1 Sondag Lessons 111-150)Ch or, all th -ing, -ang, -ong, -ung wh -ink, -ank, -onk, -unk, oo VCe (magic e rule)</p>	<p><b>Phonics</b> (E2 Sondag Lessons 56- 100) -igh, ea, ew, ou Count syllable, syllable types open/close/and E, vc/cv Syllable Division Patterns 2a v/cv and Syllable Division PAttern 3, Syllable Types VP, R Syllable Type R combination, Syllable Division Pattern 4a Prefixes: in-, re-, Syllable Division Pattern 4b, a- un- Prefixes: de-, be-, ex-, e- Suffixes -ed/ed, -ed /d /t, -y, -ly -cle, Syllable Division Pattern 5 -cle, ur</p>
<p><b>March -May</b> (52 days/ 12 weeks)</p>			
<p>Alphabet Knowledge (Jolly Phonics)</p> <ul style="list-style-type: none"> <li>Introduce upper and lowercase letters/sounds</li> </ul>	<p><b>Phonics:</b> (E1 Sondag lessons 76-105) Beginning Blends (st, sp, sm, sn, sc, sw, bl, cl, fl, pl, gl, sl, cr, tr, fr, dr, br, pr, gr)</p>	<p><b>Phonics</b> (E1 Sondag Lessons 156 - 170) End Blends -st, -nd, -nt End Blends -mp, -sk, -ft Compound Words, -ing er, ow (low)</p> <p>R-controlled vowels Phonograms (-ar, -or, -er,- ir, -ur)</p>	<p><b>Phonics</b> (E2 Sondag Lessons 101-155) -ind, ild, -old, -ost -ea, ear Prefixes: con-, dis- Prefixes: com-, en- Prefixes: pre-, pro-, per Prefix: sub- Suffixes -tion, -less (taught earlier in the year) Suffixes -ness, -ment, -ful Suffixes -ic, -et Doubling Rule Contractions (either combine lessons OR teach in grammar or reading/writing workshop)</p>

## Grammar Instruction

Within the 5k writing curriculum basic conventions (period, question mark, exclamation point, and using capital letters appropriately) are taught giving students a strong foundation for the grammar instruction in first grade.



## District Literacy Curriculum - Grade One

### Grade One Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

### Grade One Reading and Writing Units of Study Unit 1

	Reading Units of Study <b>Building Good Reading Habits</b>	Writing Units of Study <b>Small Moments: Writing with Focus, Detail and Dialogue</b>
In this unit...	In this unit we build excitement about reading and teach the habits of good readers.	In this unit we build excitement about writing and teach the habits of good writers.
Unit GOAL The goal is to...	The goal is to reinforce children's learning from kindergarten, and establish ability-based partnerships that encourage partners to help each other become more strategic as readers.	The goal is to help writers take the everyday events of their lives and make them into focused, well-structured stories. Writers then learn to breathe life into the characters by making them talk, think, and interact.
GOALS by BEND	<p><b>BEND 1: Habits for Reading Long and Strong</b></p> <ul style="list-style-type: none"> <li>Establishing the structures and expectations that will shape the work readers do</li> <li>Developing good habits for before, during and after reading</li> </ul> <p><b>BEND 2: Tackling even the Hardest Words</b></p> <ul style="list-style-type: none"> <li>Developing greater independence at word solving</li> <li>Cross checking sources of information</li> <li>Building flexibility and persistence when something is not quite right</li> </ul> <p><b>BEND 3: Partners Have Good Habits, Too!</b></p> <ul style="list-style-type: none"> <li>Building good habits when working with a partner</li> </ul>	<p><b>BEND 1: Writing Small Moment Stories w/ Independence</b></p> <ul style="list-style-type: none"> <li>Building writing stamina and volume</li> <li>Helping writers become brave and resourceful word solvers</li> <li>Generating and recording cohesive, sequenced narratives</li> </ul> <p><b>BEND 2: Bringing Small Moment Stories to Life</b></p> <ul style="list-style-type: none"> <li>Using actions, dialogue and thinking to bring our characters to life</li> </ul> <p><b>BEND 3: Studying Other Writers' Craft</b></p> <ul style="list-style-type: none"> <li>Writing with precise and powerful action words</li> <li>Learning ways to elaborate on our stories</li> </ul> <p><b>BEND 4: Fixing and Fancying Up Our Best Work</b></p> <ul style="list-style-type: none"> <li>Using revision and editing strategies to make our best writing better</li> </ul>
Mentor Texts	<i>Ollie the Stomper</i> by Olivier Dunrea <i>Gossie and Gertie</i> by Olivier Dunrea <i>Kazam's Birds</i> by Amy Ehrlich	<i>The Night of The Veggie Monsters</i> by George McClements

Read Aloud Texts	<i>Ish</i> by Peter Reynolds	None
Shared Reading Texts	<i>Chrysanthemum</i> by Kevin Henkes <i>Iris and Walter</i> by Elissa Haden Guest	None
Wisconsin Standards for English Language Arts		
	Reading Units of Study Building Good Reading Habits	Writing Units of Study Small Moments
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4 RF.1.1, RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.7 RF.1.1, RF.1.2, RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.1, SL.1.2, SL.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4
Language K-5	L.1.4, L.1.5	L.1.3, L.1.6
Writing K-5	W.1.2, W.1.3	W.1.1, W.1.2, W.1.4, W.1.5

Grade One Reading and Writing Units of Study Unit 2		
	Reading Units of Study Word Detectives	Writing Units of Study Writing How-To Books
In this unit...	In this unit readers take on the role of word detectives-in-training, learning that like a detective, readers are always on alert for problems and trouble, and do something to solve them.	In this unit we invite writers to use dramatization, drawing, and writing to teach others how to complete tasks they themselves are experts at.
Unit GOAL The goal is to...	The goal is to expand students' knowledge of phonics and its application in context and strengthen their fluency.	The goal is to help writers use drawing and writing to write procedural texts.
GOALS by BEND	<p><b>BEND 1: How to be a Word Detective</b></p> <ul style="list-style-type: none"> <li>Monitoring their reading by locating difficult words</li> <li>Using what they know to try solving those words</li> <li>Checking attempts before either trying again or moving on</li> </ul> <p><b>BEND 2: Word Detectives Use Snap Words to Read</b></p> <ul style="list-style-type: none"> <li>Increasing readers' bank of high-frequency words</li> <li>Using words you know to help solve unknown words</li> </ul> <p><b>BEND 3: Word Detectives Take an Even Closer Look</b></p> <ul style="list-style-type: none"> <li>Using our phonics knowledge to solve words in continuous text</li> </ul>	<p><b>BEND 1:</b> Getting started: Thinking of Topics, Rehearsing, and Writing Tons of Books</p> <ul style="list-style-type: none"> <li>Generating ideas, planning and drafting</li> <li>Writing with more detail and smaller steps</li> </ul> <p><b>BEND 2:</b> How-to's in a Series</p> <ul style="list-style-type: none"> <li>Studying the purpose, structure, and craft moves of mentor authors</li> <li>Writing several "how to" books on a topic</li> </ul> <p><b>BEND 3:</b> With Feedback, Writers Can Revise their How-to Texts</p> <ul style="list-style-type: none"> <li>Supporting writing partners by picturing, acting out and questioning</li> <li>Goal setting to improve our writing</li> </ul>
Mentor Texts	<i>Nate the Great</i> by Marjorie Weinman Sharmat	<i>How to Wash a Woolly Mammoth</i> by Michelle Robinson
Read Alouds	<i>Nate the Great</i> by Marjorie Weinman Sharmat	<i>How to Babysit a Grandpa</i> by Jean Reagan <i>How to be a Baby...by Me the Big Sister</i> by



		Sally Lloyd-Jones <i>How to Train a Train</i> by Jason Carter Eaton <i>How to Grow a Carrot</i> by Matthew Hugo <i>Walk On! A Guide for Babies of all Ages</i> by Marla Frazee <i>Superhero Instruction Manual</i> by Kristy Dempsey
Shared Reading Texts	<i>The Birthday Boy</i> by Debbie Croft <i>Young Cam Jansen</i> by David Adler <i>The High-Rise Private Eyes</i> by Cynthia Rylant <i>The Word Collector</i> by Peter Reynolds	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Word Detectives</b>	Writing Units of Study <b>Writing How-To Books</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.7 RF.1.1, RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.7 RF.1.1, RF.1.2, RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.1, SL.1.2, SL.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4
Language K-5	L.1.2, L.1.5, L.1.6	L.1.3, L.1.6
Writing K-5	W.1.2, W.1.3	W.1.1, W.1.2, W.1.4, W.1.5

### Grade One Reading and Writing Units of Study Unit 3

	Reading Units of Study <b>Learning About the World: Reading Nonfiction</b>	Writing Units of Study <b>Nonfiction Chapter Books</b>
In this unit...	In this unit we build on the natural curiosity of first grade readers and help them read nonfiction books to learn about the world.	In this unit we celebrate the expertise our first graders have about various topics and channel this energy into their writing.
Unit GOAL The goal is to...	The goal is to explore nonfiction, while learning comprehension strategies, word solving, vocabulary, fluency, and author's craft.	The goal is to combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts.
GOALS by BEND	<p><b>BEND 1: Getting Smart on Nonfiction Topics</b></p> <ul style="list-style-type: none"> <li>Building habits for starting, reading and finishing nonfiction books</li> </ul> <p><b>BEND 2: Tackling Super Hard Words in Order to Keep Learning</b></p> <ul style="list-style-type: none"> <li>Decoding longer words</li> <li>Using gestures, actions or expression to help explain information in the book</li> </ul> <p><b>BEND 3: Reading Aloud Like Experts</b></p> <ul style="list-style-type: none"> <li>Using their voices to show the big feelings of each part of the book and to highlight keywords</li> <li>Pausing to think aloud at certain parts of the text</li> <li>Asking questions about the text</li> </ul>	<p><b>BEND 1: Writing Teaching Books with Independence</b></p> <ul style="list-style-type: none"> <li>Revising our writing independently</li> <li>Using a teaching voice in our writing</li> <li>Making sure each page teaches new and interesting information</li> </ul> <p><b>BEND 2: Nonfiction Writers Can Write Chapter Books!</b></p> <ul style="list-style-type: none"> <li>Structuring our texts</li> <li>Including teaching pictures, brave and fancy words, and answering readers' questions</li> </ul> <p><b>BEND 3: Writing Chapter Books with Greater Independence</b></p> <ul style="list-style-type: none"> <li>Writing chapter books with increasing speed and independence</li> </ul>

		<ul style="list-style-type: none"> <li>Setting goals</li> </ul>
Mentor Texts	<i>NG: Hang on Monkeys</i> by Susan Neumann	<i>National Geographic: Sharks!</i> by Anne Schrieber
Read Alouds	<i>Super Storms</i> by Seymour Simon	
Shared Reading	<i>Owls</i> by Mary R. Dunn	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Learning About the World Reading Nonfiction</b>	Writing Units of Study <b>Nonfiction Chapter Books</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.5, R.1.6, R.1.7, R.1.8, R.1.9 RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.4, R.1.7 RF.1.2, RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.1, SL.1.2, SL.1.3, SL.1.4	SL.1.1, SL.1.2, SL.1.4, SL.1.5
Language K-5	L.1.2, L.1.4, L.1.5	L.1.5, L.1.6
Writing K-5	W.1.2, W.1.6	W.1.2, W.1.3, W.2.2, W.1.6

### Grade One Reading and Writing Units of Study Unit 4

	Reading Units of Study <b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension</b>	Writing Units of Study <b>Writing Reviews</b>
In this unit...	In this unit we spotlight story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.	In this unit we help students appreciate the power and purpose of opinion writing.
Unit GOAL The goal is to...	The goal is to strengthen readers' abilities to monitor their reading, develop efficient strategies for word solving and maintain comprehension in longer texts.	The goal is to create persuasive reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways.
GOALS by BEND	<p><b>BEND 1: Readers Have Important Jobs to Do</b></p> <ul style="list-style-type: none"> <li>Stopping at the first sign of trouble and trying something</li> <li>Becoming flexible at word solving</li> </ul> <p><b>BEND 2: Readers Add New Tools to Read Hard Words</b></p> <ul style="list-style-type: none"> <li>Breaking words in various ways</li> </ul> <p><b>BEND 3: Readers Use Tools to Understand Their Books</b></p> <ul style="list-style-type: none"> <li>Monitoring for meaning</li> </ul> <p><b>BEND 4: Readers Use Everything They Know to Get the Job Done</b></p> <ul style="list-style-type: none"> <li>Problem-solving on the run, maintaining meaning and reading fluently</li> </ul>	<p><b>BEND 1: Best in Show: Judging Our Collections</b></p> <ul style="list-style-type: none"> <li>Using writing to think and "talk" about their collections</li> <li>Growing opinions and insights about all that matters most to us</li> </ul> <p><b>BEND 2: Writing Persuasive Reviews</b></p> <ul style="list-style-type: none"> <li>Building writing volume</li> <li>Writing reviews about toys, restaurants, video games, etc.</li> <li>Creating anthologies</li> </ul> <p><b>BEND 3: Writing Persuasive Book Reviews</b></p> <ul style="list-style-type: none"> <li>Writing book reviews</li> <li>Summarizing, evaluating, judging, and defending their judgments</li> </ul>
Mentor Texts	<i>Katie Woo: Boss of the World</i> by Fran Manushkin <i>Cork and Fuzz the Collectors</i> by Dori Chaconas <i>Frog and Toad</i> series by Arnold Lobel <i>Tidbit and Morsel: Too Cold</i> by Kathy Schultz	None

Read Alouds	<i>Frog and Toad Are Friends</i> by Arnold Lobel	
Shared Reading Texts	<i>Smarty No Pants</i> by Joy Cowley <i>The Great Enormous Turnip</i> retold by Irene Yates	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Readers Have Big Jobs to Do Fluency, Phonics, and Comprehension</b>	Writing Units of Study <b>Writing Reviews</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.7 RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.2, R.1.3 RF.1.2, RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.1, SL.1.2, SL.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4
Language K-5	L.1.2, L.1.4, L.1.6	L.1.5, L.1.6
Writing K-5	W.1.2	W.1.2, W.1.3, W.1.5, W.2.2, W.2.3

### Grade One Reading and Writing Units of Study Unit 5

	Reading Units of Study <b>Readers Get to Know Characters By Performing Their Books</b>	Writing Units of Study <b>Music in Our Hearts: Writing Songs and Poetry</b>
In this unit...	In this unit we harness the power of play and amp up the drama to get readers to perform their books as they read.	In this unit we invite writers to look at the world with new eyes and imagination, and then capture what they notice and feel on the page while paying attention to words and images, rhythm and sound.
Unit GOAL The goal is to...	The goal is to read stories and practice strategies that help comprehend those stories and read them in a fluent and expressive way.	The goal is to experiment with language, and use line breaks, metaphor, and comparison to convey feelings.
GOALS by BEND	<p><b>BEND 1: Readers Get to Know Characters</b></p> <ul style="list-style-type: none"> <li>● Using pictures and details in the story to get to know our character</li> <li>● Building vocabulary around feelings and traits</li> <li>● Trying out more than one way to read dialogue</li> </ul> <p><b>BEND 2: Partners Get to Know Characters</b></p> <ul style="list-style-type: none"> <li>● Inferring character's thoughts</li> <li>● Identifying character feelings</li> <li>● Noticing when characters' feelings change</li> </ul> <p><b>BEND 2: Book Clubs Work Together to Perform Books</b></p> <ul style="list-style-type: none"> <li>● Trying out more than one way to read dialogue</li> <li>● Performing books thinking about how the characters are thinking, talking and acting</li> </ul>	<p><b>BEND 1: Immersion in Songwriting and Poetry - Setting the Stage</b></p> <ul style="list-style-type: none"> <li>● Choosing topics/Generating Ideas</li> <li>● Using honest/precise language</li> </ul> <p><b>BEND 2: Studying the Rhythm and Voice of Songs to Help Us Write Our Own</b></p> <ul style="list-style-type: none"> <li>● Making decisions about line breaks</li> <li>● Evoking feeling</li> </ul> <p><b>BEND 3: Songwriters and Poets Write from the Heart - Writing Meaningful Songs and Poems</b></p> <ul style="list-style-type: none"> <li>● Comparing feelings to other things</li> <li>● Showing not telling</li> </ul>

Mentor Texts	<i>Katie Woo: Boss of the World</i> by Fran Manushkin <i>Cork &amp; Fuzz - The Collectors</i> by Dori Chaconas	<i>Down By the Bay, The Cat and the Fiddle, Over in the Meadow, Five Little Ducks, Ten Little Monkeys, Five Little Monkeys Jumping on the Bed, Wheels on the Bus</i>
Read Alouds	None	<i>Dear Hotdog</i> by Mordicai Gerstein
Shared Rdg Texts	None	None
Wisconsin Standards for English Language Arts		
	Reading Units of Study <b>Readers Get to Know Characters By Performing Their Books</b>	Writing Units of Study <b>Music in Our Hearts: Writing Songs and Poetry</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.6, R.1.7, R.1.8 RF.1.2, RF.1.3, RF.1.4	R.1.3, R.1.4, R.1.5 RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.2, SL.1.4	SL.1.1, SL.1.4
Language K-5	L.1.2, L.1.4	L.1.1, L.1.3, L.1.6
Writing K-5	W.1.2, W.1.3, W.1.9	W.1.1, W.1.4, W.1.5, W.1.6

Grade One Reading and Writing Units of Study Unit 6		
	Reading Units of Study <b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b>	Writing Units of Study <b>Science Information Books About Liquids, Solids, and Gases</b>
In this unit...	In this unit we strive both to improve first graders' nonfiction reading skills and to work on their speaking and listening skills.	In this unit we use writing to engage in the work that scientists do - developing and testing hypotheses, gathering data and studying information for patterns.
Unit GOAL The goal is to...	The goal is to explore nonfiction, while learning comprehension strategies, word solving, vocabulary, fluency, and author's craft.	The goal is to use inspirational nonfiction texts to help students design and write about experiments.
GOALS by BEND	<p><b>BEND 1: Getting Smart on Nonfiction Topics</b></p> <ul style="list-style-type: none"> <li>Noticing, learning from and questioning texts</li> <li>Stopping when things don't make sense and rereading</li> <li>Using text structures to figure out how to read nonfiction books</li> </ul> <p><b>BEND 2: Tackling Super Hard Words in Order to Keep Learning</b></p> <ul style="list-style-type: none"> <li>Monitor our reading by locating difficult words</li> <li>Solving difficult words</li> <li>Breaking books into parts to understand better</li> <li>Putting parts together and listing learning</li> </ul> <p><b>BEND 3: Reading Aloud Like Experts</b></p> <ul style="list-style-type: none"> <li>Using an explaining voice</li> </ul>	<p><b>BEND 1: Scientists Write to Learn About the World, Experiment to Answer Lingering Questions, and Use What They Know About Information Writing to Teach Others</b></p> <ul style="list-style-type: none"> <li>Posing a question about the world</li> <li>Creating investigations and writing like a scientist</li> <li>Following plans and recording observations</li> </ul> <p><b>BEND 2: Scientists Collaborate with Partners and Record Their Experiments, Raising the Level of Their Non-Narrative Writing</b></p> <ul style="list-style-type: none"> <li>Naming variables and recording observations</li> <li>Writing summaries</li> <li>Measuring and recording our findings</li> <li>Sorting, classifying, and recording data</li> </ul> <p><b>BEND 3: Scientists Put All Their Learning</b></p>

	<ul style="list-style-type: none"> <li>• Growing ideas and jotting those ideas</li> <li>• Adding our own thinking to the text</li> <li>• Putting all our learning about a topic together</li> </ul>	<b>Together and Publish Information Books</b> <ul style="list-style-type: none"> <li>• Hypothesizing answers to our questions</li> <li>• Revising our experiments and trying again</li> <li>• Using specific language to clarify our thinking</li> </ul>
Mentor Texts	<i>National Geographic: Hang on Monkeys</i> by Susan Neumann	<i>How to Make Bubbles</i> by Erika L. Shores <i>How to Make a Bouncing Egg</i> by Jennifer L. Marks <i>How to Make Slime</i> by Lori Shores <i>How to Make a Liquid Rainbow</i> by Lori Shores
Read Alouds	<i>Super Storms</i> by Seymour Simon	
Shared Reading	<i>Owls</i> by Mary R. Dunn	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b>	Writing Units of Study <b>Science Information Books About Liquids, Solids, and Gases</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.5, R.1.6, R.1.7, R.1.8, R.1.9 RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.2, R.1.3, R.1.4, R.1.6, R.1.7
Speaking and Listening K-5	SL.1.1, SL.1.2, SL.1.3, SL.1.4	SL.1.1, SL.1.2, SL.1.3, SL.1.4
Language K-5	L.1.2, L.1.4, L.1.5	L.1.1, L.1.4, L.1.5
Writing K-5	W.1.2	W.1.2, W.1.5, W.1.6, W.1.7, W.1.8

### Grade One Reading and Writing Units of Study Unit 7

	Reading Units of Study <b>Meeting Characters and Learning Lessons: A Study of Story Elements</b>	Writing Units of Study <b>From Scenes to Series</b>
In this unit...	In this unit we help readers get to know the arc of a story well—to understand it, to retell it, and to talk about it.	In this unit we learn to “show, not tell” and use action, dialogue, and feelings to create a whole series of fiction books modeled after the Henry and Mudge series.
Unit GOAL The goal is to...	The goal is to develop essential comprehension strategies.	The goal is to increase writing volume and raise the quality of narrative writing.
GOALS by BEND	<b>BEND 1: Going on Reading Adventures</b> <ul style="list-style-type: none"> <li>• Envisioning: Using pictures/details to “see” what is happening, to “see” the setting or changes in the setting</li> <li>• Paying attention to where and when the story is taking place</li> <li>• Making predictions</li> </ul> <b>BEND 2: Studying Characters in Books</b> <ul style="list-style-type: none"> <li>• Learning all we can about characters</li> <li>• Studying character relationships</li> <li>• Inferring feelings and motivations</li> <li>• Working on fluency <ul style="list-style-type: none"> <li>◦ Becoming the character</li> </ul> </li> </ul>	<b>BEND 1: Fiction Writers Set Out to Write Realistic Fiction</b> <ul style="list-style-type: none"> <li>• Bringing stories to life</li> <li>• Including a bit of trouble in our stories</li> <li>• Getting our character out of trouble</li> <li>• Including a satisfying ending</li> </ul> <b>BEND 2: Fiction Writers Set Out to Write Series</b> <ul style="list-style-type: none"> <li>• Writing with detail</li> <li>• Making characters talk for different purposes</li> </ul> <b>BEND 3: Studying the Genre and Studying Ourselves as Writers</b>

	<ul style="list-style-type: none"> <li>○ Rereading to learn more about the character</li> </ul> <p><b>BEND 3: Learning Important Lessons</b></p> <ul style="list-style-type: none"> <li>● Identifying life lessons</li> <li>● Determining how the problem is solved</li> <li>● Comparing and contrasting books and lessons in books</li> </ul>	<ul style="list-style-type: none"> <li>● Showing not telling</li> <li>● Using patterns to elaborate</li> </ul>
Mentor Texts	<p><i>Poppleton</i> series by Cynthia Rylant  <i>Frog and Toad</i> series by Arnold Lobel  <i>Henry and Mudge and the Happy Cat</i> by Cynthia Rylant  <i>George and Martha One More Time</i> by James Marshall  <i>Iris and Walter and the Field Trip</i> by Elissa Haden Guest</p>	<p><i>Henry and Mudge the First Book</i> by Cynthia Rylant  <i>Henry and Mudge and the Happy Cat</i> by Cynthia Rylant</p>
Read Alouds	<p><i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee</p>	
Shared Reading Texts	<p>“The Scary Movie” from <i>George and Martha: One More Time</i> by James Marshall</p>	None

**Wisconsin Standards for English Language Arts**

	Reading Units of Study <b>Meeting Characters and Learning Lessons: A Study of Story Elements</b>	Writing Units of Study <b>From Scenes to Series</b>
Reading K-5 Foundational Skills	R.1.1, R.1.2, R.1.3, R.1.4, R.1.6, R.1.7, R.1.8 RF.1.2, RF.1.3, RF.1.4	R.1.1, R.1.2, R.1.3, R.1.7 RF.1.2, RF.1.3, RF.1.4
Speaking and Listening K-5	SL.1.2, SL.1.4	SL.1.1, SL.1.2, SL.1.4, SL.1.5
Language K-5	L.1.2, L.1.4	L.1.5, L.1.6
Writing K-5	W.1.2, W.1.3, W.1.6, W.1.9	W.1.2, W.1.3, W.1.4, W.1.5, W.2.3

## Phonological/Phonemic Awareness

The Heggerty Phonemic Awareness Curriculum begins in our 4K program and continues through grade two. The curriculum provides students with consistent and repeated instruction in the phonemic awareness skills of rhyming, phoneme Isolation (initial, final, and medial), blending words, syllables, onset-rime, and phonemes, segmenting words, syllables, onset-rime, and phonemes, adding syllables and phonemes, deleting syllables and phonemes, and substituting syllables and phonemes. These skills transfer to developing a student's decoding and encoding skills.

Hartland-Lakeside School District 4K-2 Phonological/Phonemic Awareness Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>● Recognizes sounds that match and words that begin or end with the same sounds</li> <li>● Recognizes and produces rhyming words</li> <li>● Discriminates separate syllables in spoken words and begins to blend and segment syllables.</li> <li>● Recognizes single sounds and combinations of sounds</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Kindergarten</b> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>E. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 1</b> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>E. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 2</b> RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</li> </ul>
<b>September -November</b> (47 days/ 12 weeks)			
<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyme Repetition</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate the Initial Consonant</li> </ul> </li> <li>● Blending <ul style="list-style-type: none"> <li>○ Compound words</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Hearing rhymes</li> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and vowels</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> <li>○ Consonants, vowels and</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyme recognition &amp; Production</li> <li>● Initial Phoneme Isolation <ul style="list-style-type: none"> <li>○ Initial consonants and vowels</li> <li>○ Consonants/digraphs/bl ends</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Body-coda</li> <li>○ Onset-Rime</li> <li>● Isolating Final sound</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Alphabet Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ Consonants and Short Vowels</li> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Body- Coda</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Isolating Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compounds</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words to Make Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>digraphs</li> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Body-coda</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Blending <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 Phonemes</li> </ul> </li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Final</li> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 phoneme words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> </ul>
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**December -February**  
(46 days/ 10 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyme Recognition</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate the Initial Consonant</li> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> </ul> </li> <li>● Blending</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and Short Vowels</li> <li>○ Consonants and Long Vowels</li> <li>○ Vowels</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonant Blends, digraphs, consonants &amp; vowels</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Blending <ul style="list-style-type: none"> <li>○ 4+ Phonemes</li> </ul> </li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Words into 4+ Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Blending 2 Phonemes</li> <li>● Isolating Medial and Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Segmenting into 2 Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Deleting Initial Phoneme</li> </ul> </li> <li>● Substituting Initial Phoneme of 2-phoneme words</li> </ul>	<ul style="list-style-type: none"> <li>● Blending: <ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> </ul> </li> <li>● Isolating Medial Sounds <ul style="list-style-type: none"> <li>○ short/long vowels</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> <li>○ Consonant Digraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ L blends</li> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> <li>○ Phoneme location</li> <li>○ Final and Medial R controlled</li> <li>○ Medial: aw, au</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> <li>○ L blends</li> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Rimes</li> <li>○ Final Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> <li>○ R-controlled vowels and Advanced vowels (au, aw, ou, ow, oi, oy, oo)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ phoneme of blend</li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> </ul>
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**March -May**  
(52 days/ 12 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyme Production</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> <li>○ Categorization: Is the onset same or different?</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Digraphs</li> <li>○ L Blends</li> <li>○ Mixed Blends</li> <li>○ Initial Phoneme with</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 3-5 phoneme words with mixed vowel sounds</li> <li>○ Syllables</li> </ul> </li> <li>● Isolating Sounds</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-05)</p> <ul style="list-style-type: none"> <li>● Intervention for specific students</li> </ul>
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- Blending
  - Blending 2 Phonemes
  - Blending 3 Phonemes
- Isolating final and mixed sounds
- Segmenting
  - Segmenting into 2-3 Phonemes
- Adding
  - Initial Phonemes
- Deleting
  - Deleting Initial Phoneme
- Substituting Initial Phoneme of 3-phoneme words

- Blends
- Blending:
    - 4 or more Phoneme Words
  - Isolating Sounds
    - Final/Medial/Phoneme Location
  - Segmenting
    - 4 or more Phoneme Words
  - Adding
    - Initial and Final Phonemes
  - Deleting
    - Initial and Final Phonemes
  - Substituting
    - Initial and Final Phonemes
    - Vowels
  - Alphabet Knowledge
    - Consonant Digraphs
    - L Blends
    - S Blends
    - R Blends

- Medial: aw, au
- Final and Medial (aw, oo, oi)
- Medial/Final
- Medial mixed sounds
- Final syllables
- Phoneme Location
- Segmenting
  - 3-5 phoneme words with mixed vowels
  - Syllables
- Adding
  - Initial Phonemes
  - Final Phonemes & rime
- Deleting
  - Final Phonemes & rime
  - 2 letter of consonant blend
  - Initial phoneme
  - Initial/final syllable
  - Initial/ final phoneme
  - Rimes
- Substituting
  - Vowels
  - Initial/final phonemes
  - 2nd letter of blend
  - Rimes
- Alphabet Knowledge
  - R-controlled vowels & Advanced vowels (au, aw, ou, ow, oi, oy, oo)

## Phonics/Word Study

Sondag System Essentials is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for 4K through Grade two.

Hartland-Lakeside School District 4K-2 Phonics Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>● Recognizes the difference between letters and other symbols.</li> <li>● Recognizes letters and their sounds in familiar words, especially in own name.</li> <li>● Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.</li> <li>● Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.</li> <li>● Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonics and Word Recognition -Kindergarten</b> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><b>Related to language standards:</b> L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships.</p> <p><b>Related to Reading Foundational standards.</b> L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>B. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</li> <li>D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>E. Decode 2-syllable words following basic (known) patterns by breaking the words into syllables.</li> <li>F. Read words with inflectional endings (i.e., -s, -ed, -ing).</li> <li>G. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p>L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>B. Know spelling-sound correspondences for additional common vowel teams.</li> <li>C. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</li> <li>D. Decode words with common prefixes and suffixes.</li> <li>E. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.               <ul style="list-style-type: none"> <li>○ Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).</li> <li>○ Know when to double the final consonant when adding a suffix. - ing, -ed.</li> </ul> </li> <li>F. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p>L.2.6.d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p>

## September -November

(47 days/ 12 weeks)

<p>Alphabet Knowledge (Jolly Phonics)</p> <ul style="list-style-type: none"> <li>● Introduce upper and lowercase letters/sounds</li> </ul>	<p><b>Phonics:</b> (Jolly Phonics (7 weeks) and HWTears) Alphabet Knowledge</p> <p>(EK Sondag Lessons 94-130) Digraphs (sh, th, ch)</p> <p>Name Study -know about names and use names to help with writing Snap Words List A</p>	<p><b>Phonics</b> <i>As Needed: Review of kindergarten phonics principles</i> Letter sounds and beginning blends</p> <p>(E1 Sondag Lessons 11-25 and 31-75)</p> <ul style="list-style-type: none"> <li>● Short a, e, i, o, and u)</li> <li>● -ay</li> <li>● Ee</li> <li>● w, y</li> <li>● sh</li> <li>● Fszl rule</li> <li>● ck</li> <li>● qu</li> </ul> <p>Begin Snap Words List C</p> <p><b><i>Concepts to be taught within reading workshop:</i></b> Inflected Endings (-s,-es, -ing,-ed, -er)</p>	<p><b>Phonics</b> (E2 Sondag Lessons 1-15) <i>As Needed: Review of first grade phonics principles</i> Short a, i, o, u, ay, ee, sh, s blends, l blends, r blends Short e, ch, th, qu, fszl, -ck End Blends -st, -nd, -nt, -mp -sk, -ft, -lt, -lk, -sp, -ct, -nk, -ng</p> <p>(E2 Sondag Lessons 51-55) Advanced blends (scr, shr, spl, spr, squ, str, thr) (E2 Sondag Lessons 16-50) -y (by), o (go), ar, oo (moon), or, all, oy,, oi VCe, Compound Words Wh, er, ow (blow), ow (owl), -ing, -er OO (book), -tch, -ch -dge, g, aw, oa -ear, -s, -es, ai, ir Soft c, soft g</p> <p><b><i>Concepts to be taught within reading workshop:</i></b> Suffixes -ed/ed, -ed /d /t Suffix -tion Contractions: <i>(see below March - June)</i> Vowel teams R- controlled Vowels Tips for reading multisyllabic words</p>
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## December -February

(46 days/ 10 weeks)

<p>Alphabet Knowledge (Jolly Phonics)</p> <ul style="list-style-type: none"> <li>● Introduce upper and lowercase letters/sounds</li> </ul>	<p><b>Phonics:</b> VC Phonograms (at, an, it, in, og, ot, ug, un, et) (EK Sondag lessons 131-180) Segmenting &amp; blending CVC words Short vowels</p>	<p><b>Phonics</b> Long vowel teams (ee, ea) Phonograms -vvc</p>	<p><b>Phonics</b> (E2 Sondag Lessons 56- 100) -igh, ea, ew, ou Count syllable, syllable types open/close/and E, vc/cv</p>
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	Snap Words List A	(E1 Soday Lessons 111-150)Ch or, all th -ing, -ang, -ong,-ung wh -ink,-ank,-onk,-unk, oo VCe (magic e rule)	Syllable Division Patterns 2a v/cv and Syllable Division PAttern 3, Syllable Types VP, R Syllable Type R combination, Syllable Division Pattern 4a Prefixes: in-, re-, Syllable Division Pattern 4b, a- un- Prefixes: de-, be-, ex-, e- Suffixes -ed/ed, -ed /d /t, -y, -ly -cle, Syllable Division Pattern 5 -cle, ur
<b>March -May</b> (52 days/ 12 weeks)			
Alphabet Knowledge (Jolly Phonics) <ul style="list-style-type: none"> <li>Introduce upper and lowercase letters/sounds</li> </ul>	<b>Phonics:</b> (E1 Soday lessons 76-105) Beginning Blends (st, sp, sm, sn, sc, sw, bl, cl, fl, pl, gl, sl, cr, tr, fr, dr, br, pr, gr)	<b>Phonics</b> (E1 Soday Lessons 156 - 170) End Blends -st, -nd, -nt End Blends -mp, -sk, -ft Compound Words, -ing er, ow (low)  R-controlled vowels Phonograms (-ar, -or, -er,- ir, -ur)	<b>Phonics</b> (E2 Soday Lessons 101-155) -ind, ild, -old, -ost -ea, ear Prefixes: con-, dis- Prefixes: com-, en- Prefixes: pre-, pro-, per Prefix: sub- Suffixes -tion, -less (taught earlier in the year) Suffixes -ness, -ment, -ful Suffixes -ic, -et Doubling Rule Contractions (either combine lessons OR teach in grammar or reading/writing workshop)

## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades 1 through 3.

### Hartland-Lakeside School District Grades 1-3 Grammar Topics Introduced

Grade One	Grade Two	Grade Three
<p><b>Wisconsin Model Early Learning Standards Conventions of Standardized English - Grade 1</b></p> <p>L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Common, proper, and possessive nouns.</li> <li>Nouns/verbs agreement in simple sentences.</li> <li>Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.</li> <li>Production and expansion of complete sentences in response to prompts.</li> </ol> <p>L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of dates and names of people.</li> <li>End punctuation.</li> <li>Commas in dates and simple sets.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 2</b></p> <p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.</li> <li>Production, expansion, and rearrangement of complete simple and compound sentences.</li> </ol> <p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of holidays, products, geographic places.</li> <li>Commas in greetings and closings.</li> <li>Apostrophes in contractions and frequently occurring possessives.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 3</b></p> <p>L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Irregular and regular nouns and verbs.</li> <li>Simple verb tenses.</li> <li>Subject-verb agreement.</li> <li>Simple and compound sentences.</li> <li>Easily confused words (e.g., to, too, two).</li> </ol> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Titles.</li> <li>Quotation marks for speech.</li> <li>Possessives.</li> </ol>
<p><b>September -November</b> (47 days/ 12 weeks)</p>		
<p>(Patterns of Power Plus Lesson Sets 1-2)</p> <p><b>Author's Purpose and Craft of End Marks</b></p> <ul style="list-style-type: none"> <li>Use punctuation marks at the end of sentences</li> <li>Use capitalization for the beginning letter of sentences</li> </ul> <p><b>Author's Purpose and Craft of Nouns</b></p>	<p>(Patterns of Power Plus Lesson Sets 1-4)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use common nouns</li> <li>Use proper nouns</li> <li>Capitalize brand names</li> <li>Use singular nouns</li> <li>Use plural nouns</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 1-3)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use singular and plural nouns.</li> <li>Explain the function of and use of proper nouns (names)</li> <li>Use abstract nouns</li> </ul> <p><b>Possessives</b> Taught in Reading Units of Study: Building a Reading Life</p>

<ul style="list-style-type: none"> <li>Understand and use nouns</li> </ul>		<p>Taught in Writing Units of Study: Crafting True Stories</p>
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**December -February**  
(46 days/ 10 weeks)

<p>(Patterns of Power Plus Lesson Sets 3-7)</p> <p><b>Author’s Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>Use verbs in the present-tense</li> <li>Use verbs in the past-tense</li> <li>Use verbs in the future-tense</li> </ul> <p><b>Author’s Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>Use complete or basic sentences</li> </ul> <p><b>Author’s Purpose and Craft of Adjectives</b></p> <ul style="list-style-type: none"> <li>Use frequently occurring adjectives</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 5-7)</p> <p><b>Author’s Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>Use verbs in sentences</li> <li>Use verbs in the past, present, and future tense</li> </ul> <p><b>Author’s Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>Use adjectives, including articles</li> <li>Use adjectives to modify nouns</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 4 -8)</p> <p><b>Author’s Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>Form and use present-tense verbs</li> <li>Form and use past-tense verbs</li> <li>Form and use future tense verbs</li> </ul> <p><b>Author’s Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>Compose complete simple sentences</li> <li>Use compound sentences</li> </ul> <p><b>Quotation Marks for Speech</b></p> <p>Taught in Writing Units of Study: Making Trouble: Writing Series Fiction</p>
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**March -May**  
(52 days/ 12 weeks)

<p>(Patterns of Power Plus Lesson Sets 8-10)</p> <p><b>Author’s Purpose and Craft of Articles</b></p> <ul style="list-style-type: none"> <li>Use adjectives, including articles</li> <li>Use determiners (articles and demonstratives)</li> </ul> <p><b>Author’s Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>Use personal pronouns (subjective and objective case)</li> </ul> <p><b>Author’s Purpose and Craft of Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>Use possessive pronouns</li> <li>Ensure pronoun-antecedent agreement</li> </ul> <p><b>Commas in dates and simple sets</b></p> <p>Taught in Writing Units of Study: From Scenes to Series</p>	<p>(Patterns of Power Plus Lesson Sets 8-10)</p> <p><b>Author’s Purpose and Craft of Adverbs</b></p> <ul style="list-style-type: none"> <li>Use adverbs that convey time</li> </ul> <p><b>Author’s Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>Use pronouns, including subjective and objective cases</li> </ul> <p><b>Author’s Purpose and Craft of Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>Use possessive pronouns</li> </ul> <p><b>Apostrophes in contractions and frequently occurring possessives</b></p> <ul style="list-style-type: none"> <li>Sunday Lessons 91-100</li> </ul> <p><b>Commas in greetings and closings</b></p> <p>Taught in Writing Units of Study: Writing About Reading</p>	<p>(Patterns of Power Plus Lesson Sets 9-10)</p> <p><b>Author’s Purpose and Craft of Comparison</b></p> <ul style="list-style-type: none"> <li>Form and use comparatives</li> </ul> <p><b>Author’s Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>Use prepositional phrases</li> </ul> <p><b>Titles</b></p> <p>Taught in Writing Units of Study: Baby Literary Essay</p>
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## District Literacy Curriculum - Grade Two

### Grade Two Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

Grade Two Reading and Writing Units of Study Unit 1		
	Reading Units of Study <b>Second Grade Reading Growth Spurt</b>	Writing Units of Study <b>Lessons for the Masters: Improving Narrative Craft</b>
In this unit...	In this unit we help second grade readers prepare to read harder and longer books.	In this unit we prepare second graders to be thoughtful writers.
Unit GOAL The goal is to...	The goal is to teach children to take charge of their reading, drawing on everything they know to figure out hard words, understand the author's craft, and build big ideas about the books they read.	The goal is to help writers learn how to create engaging narratives by stretching out small moments and writing in detail.
GOALS by BEND	<p><b>BEND 1: Taking Charge of Reading</b></p> <ul style="list-style-type: none"> <li>● Learning that strong readers make lots of decisions when they read. They decide:               <ul style="list-style-type: none"> <li>○ How their reading will sound</li> <li>○ How much they will read</li> <li>○ How to make sure their reading makes sense</li> </ul> </li> </ul> <p><b>BEND 2: Working Hard to Solve Tricky Words</b></p> <ul style="list-style-type: none"> <li>● Learning new strategies for word solving quickly and independently</li> </ul> <p><b>BEND 3: Paying Close Attention to Authors</b></p> <ul style="list-style-type: none"> <li>● Using what we know as writers to help us grow as readers</li> </ul>	<p><b>BEND 1: Studying the Masters for Inspiration and Ideas</b></p> <ul style="list-style-type: none"> <li>● Stretching out a small moment</li> <li>● Writing with attention to detail</li> <li>● Crafting powerful beginnings and endings</li> </ul> <p><b>BEND 2: Noticing Author's Craft: Studying Imagery, Tension and Literary Language in Owl Moon</b></p> <ul style="list-style-type: none"> <li>● Understanding why authors use particular craft moves</li> <li>● Revising with craft moves in mind</li> <li>● Paying attention to word choice and language</li> </ul> <p><b>BEND 3: Study Your Own Authors</b></p> <ul style="list-style-type: none"> <li>● Revising and editing to make their writing as clear and powerful as it can be</li> </ul>
Mentor Texts	<i>Katie Woo Has the Flu</i> by Fran Manushkin	<i>Owl Moon</i> by Jane Yolen <i>The Leaving Morning</i> by Angela Johnson
Read Aloud Texts	<i>Those Darn Squirrels</i> by Adam Rubin	None
Shared Reading Texts	<i>Mercy Watson to the Rescue</i> by Kate DiCamillo	None



## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Second Grade Reading Growth Spurt</b>	Writing Units of Study <b>Lessons for the Masters: Improving Narrative Craft</b>
Reading K-5 Foundational Skills	R.2.1, R.2.4, R.2.5, R.2.7 RF.2.3, RF.2.4	R.2.1, R.2.4, R.2.5, R.3.4 RF.2.3
Speaking and Listening K-5	SL.2.1, SL.2.3, SL.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4
Language K-5	L.2.1, L.2.4, L.2.5	L.2.1, L.2.6
Writing K-5	W.2.2	W.2.1, W.2.4, W.2.5

## Grade Two Reading and Writing Units of Study Unit Mini Unit

	Reading Units of Study <b>Growing Word Solving Muscles</b>	Writing Units of Study <b>Revving Up Writing Muscles</b>
In this unit...	In this unit we help second graders shore up their word solving muscles early in the year, so they're able to move through the reading process smoothly and can focus on the trickier comprehension work that is expected of them in the early chapter books.	In this unit we kickstart a brand new year while reminding second graders that they are not brand new writers.
Unit GOAL The goal is to...	The goal is to remind readers to monitor for accuracy, notice trouble and draw on known word-solving strategies to fix up their reading; and to help students become more flexible, efficient readers, building a repertoire of strategies for solving hard words.	The goal is to reinforce the skills and strategies students have already learned in order to write with focus and detail; to get students to write with greater meaning and craft through the guidance of mentor texts.
GOALS by BEND	<p><b>BEND 1: Roll Up Your Sleeves to Get the Job Done</b></p> <ul style="list-style-type: none"> <li>Noticing trouble and fixing it up</li> </ul> <p><b>BEND 2: Grow Muscles by Using Everything You Know to Solve Tricky Words</b></p> <ul style="list-style-type: none"> <li>Being flexible with word solving strategies</li> </ul>	<p><b>BEND 1: Using Everything We Know to Write Long and Strong Right Away</b></p> <ul style="list-style-type: none"> <li>Using all that we know about planning and writing to fill our folders with lots of detailed pieces</li> </ul> <p><b>BEND 2: Reading Like a Writer: Using Mentor Texts</b></p> <ul style="list-style-type: none"> <li>Using a mentor text to learn</li> <li>Trying out author craft moves</li> </ul>
Mentor Texts	<i>Katie Woo: A Nervous Night</i> or <i>Katie Woo: Keep Dancing</i> by Fran Manushkin <i>Pebble Plus Nonfiction: Zebras</i> by Catherine	<i>Jabari Jumps</i> by Gaia Cornwall <i>Roller Coaster</i> by Joy Cowley
Read Aloud Texts	<i>Ipcizade</i> <i>Pebble Plus Nonfiction: Sea Lions</i> by Elizabeth Johnson	None
Shared Reading Texts	<i>National Geographic Sea Turtles</i> by Laura Marsh	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Growing Word Solving Muscles</b>	Writing Units of Study <b>Revving Up Writing Muscles</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.7 RF.2.3, RF.2.4	R.2.1, R.2.4, R.2.5, R.3.4 RF.2.3
Speaking and Listening K-5	SL.2.1, SL.2.3, SL.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4
Language K-5	L.2.1, L.2.4, L.2.5	L.2.1, L.2.6
Writing K-5	None	W.2.1, W.2.4, W.2.5

## Grade Two Reading and Writing Units of Study Unit 2

	Reading Units of Study <b>Becoming Experts: Reading Nonfiction</b>	Writing Units of Study <b>The How-To Guide to Nonfiction Writing</b>
In this unit...	In this unit we teach readers to explore a wide range of nonfiction topics and challenge them to become learners of brand-new knowledge.	In this unit we help writers dive into an inquiry of other kinds of nonfiction texts, learning to teach information in different ways.
Unit GOAL The goal is to...	The goal is to gather information about a topic that interests the reader. The reader compares, contrasts and synthesizes their ideas and those of others so that their book club can develop new ideas.	The goal is to create nonfiction chapter books using different structures for each book we write.
GOALS by BEND	<p><b>BEND 1: Thinking Hard and Growing Knowledge</b></p> <ul style="list-style-type: none"> <li>Noticing, learning from and questioning texts</li> </ul> <p><b>BEND 2: Learning the Lingo of a Topic</b></p> <ul style="list-style-type: none"> <li>Solving tricky words, concepts, and domain-specific vocabulary inside nonfiction books</li> </ul> <p><b>BEND 3: Reading Across a Topic</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting information inside texts, as well as comparing and contrasting information across different texts</li> </ul>	<p><b>BEND 1: Writing Lots of Nonfiction Books Quickly</b></p> <ul style="list-style-type: none"> <li>Choosing nonfiction topics to write about</li> <li>Noticing craft moves of nonfiction writers and trying those moves in our own writing</li> </ul> <p><b>BEND 2: Writing for an Audience</b></p> <ul style="list-style-type: none"> <li>Thinking about audience and purpose</li> <li>Writing leads for each new section of our texts</li> </ul> <p><b>BEND 3: Writing Nonfiction Books of All Kinds</b></p> <ul style="list-style-type: none"> <li>Thinking about text structure and reframing our books</li> </ul>
Mentor Texts	<i>Amazing Animals: Tigers</i> by Valerie Bodden	<i>Extreme Sports</i> by Sean Finnegan
Read Aloud Texts	<i>Knights in Shining Armor</i> by Gail Gibbons	None
Shared Reading Texts	<i>Tigers</i> by Laura Marsh	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Becoming Experts: Reading Nonfiction</b>	Writing Units of Study <b>The How-To Guide to Nonfiction Writing</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.6, R.2.8, R.2.9 RF.2.3, RF.2.4	R.2.1, R.2.2, R.2.3, R.2.6, R.2.7
Speaking and Listening K-5	SL.2.3, SL.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4
Language K-5	L.2.4	L.2.1, L.2.5
Writing K-5	W.2.1	W.2.2, W.2.5, W.2.8, W.2.9

## Grade Two Reading and Writing Units of Study Unit 3

	Reading Units of Study <b>Accelerating Readers' Growth in Longer Fiction Books</b>	Writing Units of Study <b>Writing Gripping Fictional Stories</b>
In this unit...	In this unit readers learn to link chapters to accumulate a longer story, notice and decipher new vocabulary, and grow relevant (not random) ideas about the story and characters.	In this unit students write realistic fiction stories that are based on true stories from their own lives.
Unit GOAL The goal is to...	The goal is to strengthen the good habits second graders need for reading, thinking, and talking about longer stories.	The goal is to increase the volume of writing and raise the quality of narrative writing.
GOALS by BEND	<p><b>BEND 1: Jumpstart Your Reading Life in Longer Books</b></p> <ul style="list-style-type: none"> <li>Keeping track of the characters and their problems in longer books</li> </ul> <p><b>BEND 2: Rereading to Make Sure You Have a Clear Picture of the Story and the Characters</b></p> <ul style="list-style-type: none"> <li>Making sure we always have a clear picture of all that is happening across the big parts of the story</li> </ul> <p><b>BEND 3: Thinking and Talking About Characters Across a Story and Across Books</b></p> <ul style="list-style-type: none"> <li>Growing ideas about characters in one story and across different books</li> </ul>	<p><b>BEND 1: Generating and Writing Several Small Moment Stories</b></p> <ul style="list-style-type: none"> <li>Using what we know about writing with details and suspense to write lots of interesting fictional stories</li> </ul> <p><b>BEND 2: Revise with Intention: Pull Readers to the Edges of Their Seats</b></p> <ul style="list-style-type: none"> <li>Revising our fictional stories by stretching out the most important parts</li> </ul> <p><b>BEND 3: Repeat the Process and Accumulate Lessons Along the Way</b></p> <ul style="list-style-type: none"> <li>Setting new goals for our writing and our revision so we write the best possible fiction stories</li> </ul>
Mentor Texts	<i>Jaden Toussaint The Greatest Episode 1: The Quest for Screen Time</i> by Marti Dumas <i>Dancing in the Wings</i> by Debbie Allen	<i>Meet Yasmin</i> by Saadia Faruqi <i>Yasmin the Explorer</i> by Saadia Faruqi <i>Yasmin the Superhero</i> by Saadia Faruqi
Read Aloud Texts	None	None
Shared Reading Texts	None	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Accelerating Readers’ Growth in Longer Fiction Book</b>	Writing Units of Study <b>Writing Gripping fictional Stories</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.6, R.2.7 RF.2.3, RF.2.4	R.2.1, R.2.4, R.2.5, R.3.4 RF.2.3
Speaking and Listening K-5	SL.2.1, SL.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4
Language K-5	L.2.1, L.2.4, L.2.5	L.2.1, L.2.6
Writing K-5	NONE	W.2.1, W.2.5

## Grade Two Reading and Writing Units of Study Unit 4

	Reading Units of Study <b>Bigger Books Mean Amping Up Reading Power</b>	Writing Units of Study <b>Poetry: Big Thoughts Small Packages</b>
In this unit...	In this unit we rally second grade readers to experience an enormous growth spurt in their reading by focusing on firming up foundational skills.	In this unit we invite writers to look at the world with new eyes and imagination, and then to capture what they notice and feel on the page with attention to words and images, rhythm and sound.
Unit GOAL The goal is to...	The goal is to build three foundational reading skills—fluency, understanding figurative language, and comprehension.	The goal is to explore and savor language, learn to use line breaks to express the meaning and rhythm they intend and use visualization and figures of speech to make their writing more clear and powerful.
GOALS by BEND	<p><b>BEND 1: Reading with Fluency</b></p> <ul style="list-style-type: none"> <li>● Paying attention to our own reading voices</li> <li>● Making our voices match the character</li> </ul> <p><b>BEND 2: Understanding Literary Language</b></p> <ul style="list-style-type: none"> <li>● Being on the lookout for figurative language</li> </ul> <p><b>BEND 3: Meeting the Challenge of Longer Books</b></p> <ul style="list-style-type: none"> <li>● Keeping themselves accountable for understanding what is happening and slowing down to reread</li> </ul>	<p><b>BEND 1: Seeing with Poets’ Eyes</b></p> <ul style="list-style-type: none"> <li>● Introducing students to the sounds and feelings of poetry</li> </ul> <p><b>BEND 2: Experimenting with Language and Sound to Create Meaning</b></p> <ul style="list-style-type: none"> <li>● Playing with language choices</li> <li>● Choosing precise words, using repetition, and conveying feelings</li> </ul> <p><b>BEND 3: Trying Structures on for Size</b></p> <ul style="list-style-type: none"> <li>● Strengthening students’ understandings of structure and metaphor, word choice and repetition</li> </ul>
Mentor Texts	<i>Houndsley and Catina</i> by James Howe <i>Let’s Get a Pup! Said Kate</i> by Bob Graham	<i>Old Elm Speaks: Tree Poems</i> by Kristine O’Connell George
Read Aloud Texts	<i>Minnie and Moo Go Dancing</i> by Denys Cazet	None
Shared Reading Texts	<i>Happy Soccer</i> by Maribeth Boelts	None

## Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Bigger Books Mean Amping Up Reading Power</b>	Writing Units of Study <b>Poetry: Big Thoughts Small Packages</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.6, R.2.7, R.2.8 RF.2.3, RF.2.4	R.2.3, R.2.4, R.2.5 RF.2.3, RF.2.4
Speaking and Listening K-5	SL.2.1, SL.2.4	SL.2.1, SL.2.4, SL.2.5
Language K-5	L.2.1, L.2.4, L.2.5	L.2.1, L.2.3, L.2.6
Writing K-5	W.2.1, W.2.5	W.2.1, W.2.5, W.2.6

## Grade Two Reading and Writing Units of Study Unit 5

	Reading Units of Study <b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b>	Writing Units of Study <b>Lab Reports and Science Books</b>
In this unit...	In this unit readers read across a topic—learning important information, growing ideas, and comparing and contrasting information across more than one book.	In this unit we use writing to engage in the work that scientists do - developing and testing hypotheses, gathering data and studying information for patterns.
Unit GOAL The goal is to...	The goal is to help readers accumulate text as well as begin to synthesize and summarize the information into main ideas.	The goal is to use inspirational nonfiction texts to help students design and write about experiments and other scientific information.
GOALS by BEND	<p><b>BEND 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs</b></p> <ul style="list-style-type: none"> <li>Getting to know various text structures and reading differently for each of those structures</li> <li>Working together as a book club</li> </ul> <p><b>BEND 2: Nonfiction Clubs Add Their Own Ideas to What They Learn</b></p> <ul style="list-style-type: none"> <li>Hanging on to information the author is teaching us</li> <li>Developing our own ideas about texts</li> </ul> <p><b>BEND 3: Nonfiction Clubs Compare and Contrast Information About Topics</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting information and ideas within books, across books and across baskets</li> <li>Working in book clubs to talk across books</li> </ul>	<p><b>BEND 1: Writing as Scientists Do</b></p> <ul style="list-style-type: none"> <li>Asking and recording a scientific question</li> <li>Designing and conducting multiple trials of a simple experiment</li> <li>Jotting and sketching as they go</li> </ul> <p><b>BEND 2: Writing to Teach Others about Our Discoveries</b></p> <ul style="list-style-type: none"> <li>Internalizing scientific procedures and writing processes</li> </ul> <p><b>BEND 3: Writing about Forces and Motion in Information Books</b></p> <ul style="list-style-type: none"> <li>Independently design and conduct an experiment, recording their processes on the lab reports they construct</li> </ul>
Mentor Texts	<i>Explore the World: Machines</i> by Michele Dufresne <i>Explore the World: Penguins Flightless Birds of the Sea</i> by Michele Dufresne	<i>Forces and Motion</i> by John Graham
Read Aloud Texts		None

Shared Reading Texts	<i>Explore the World: Penguins Flightless Birds of the Sea</i> by Michele Dufresne	None
Wisconsin Standards for English Language Arts		
	Reading Units of Study <b>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b>	Writing Units of Study <b>Lab Reports and Science Books</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.6, R.2.8, R.2.9 RF.2.3, RF.2.4	R.2.1, R.2.2, R.2.3, R.2.4, R.2.6, R.2.7
Speaking and Listening K-5	SL.2.3, SL.2.4	SL.2.1, SL.2.2, SL.2.3, SL.2.4
Language K-5	L.2.4	L.2.1, L.2.4, L.2.5,
Writing K-5	W.2.1	W.2.2, W.2.5, W.2.6, W.2.7, W.3.2, W.3.5, W.3.6

Grade Two Reading and Writing Units of Study Unit 6		
	Reading Units of Study <b>Series Book Clubs</b>	Writing Units of Study <b>Writing About Reading</b>
In this unit...	In this unit we provide a context for moving readers forward into slightly more challenging books by introducing them to recurring characters in a familiar series.	In this unit children learn that readers not only have ideas about books—they write letters to their friends and later to judges about their ideas, and back them up with reasons and evidence.
Unit GOAL The goal is to...	The goal is to become more adept at the foundational skills upon which all fiction readers rely: previewing, envisioning, predicting, monitoring for sense, inferring and understanding characters and other story elements.	The goal is to read closely and gather evidence from texts to craft persuasive arguments.
GOALS by BEND	<p><b>BEND 1: Becoming Experts on Characters</b></p> <ul style="list-style-type: none"> <li>Collecting knowledge about the characters</li> <li>Studying the plot</li> <li>Studying how the character handles and responds to those problems</li> </ul> <p><b>BEND 2: Becoming Experts on Author’s Craft</b></p> <ul style="list-style-type: none"> <li>Reading texts more closely</li> <li>Considering what an author is trying to show, the tone a scene evokes, etc.</li> </ul> <p><b>BEND 3: Sharing Opinions with the World</b></p> <ul style="list-style-type: none"> <li>Sharing books and opinions about those books</li> </ul>	<p><b>BEND 1: Writing: A Glorious Tradition</b></p> <ul style="list-style-type: none"> <li>Formulating opinions and supporting their ideas, providing reasons, and using details and examples for the text to support their claims</li> </ul> <p><b>BEND 2: Raising the Level of Our Letter Writing</b></p> <ul style="list-style-type: none"> <li>Raising the level of their letter writing</li> <li>Pushing themselves to deepen their thinking and elaborating on their opinion pieces</li> </ul> <p><b>BEND 3: Writing Nominations and Awarding Favorite Books</b></p> <ul style="list-style-type: none"> <li>Writing to persuade others</li> <li>Incorporating quotations to supply further text evidence</li> <li>Making comparisons between books and across collections of books</li> <li>Adding introductions and conclusions</li> </ul>
Mentor Texts	<i>Days with Frog and Toad</i> by Arnold Lobel	None

Read Aloud Texts	<i>The Stories Julian Tells</i> by Ann Cameron	None
Shared Reading Texts	None	None
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Series Book Clubs</b>	Writing Units of Study <b>Writing About Reading</b>
Reading K-5 Foundational Skills	R.2.1, R.2.2, R.2.3, R.2.4, R.2.5, R.2.6, R.2.7 RF.2.3, RF.2.4	R.2.1, R.2.3, R.2.4, R.2.5, R.2.7
Speaking and Listening K-5	SL.2.1, SL.2.3, SL.2.4	SL.2.2, SL.2.4, SL.2.5, SL.3.3
Language K-5	L.2.4, L.2.5	L.2.1, L.2.3, L.2.6
Writing K-5	None	W.2.1, W.2.3, W.2.5, W.2.6, W.2.8, W.2.9

## Phonological/Phonemic Awareness

The Heggerty Phonemic Awareness Curriculum begins in our 4K program and continues through grade two. The curriculum provides students with consistent and repeated instruction in the phonemic awareness skills of rhyming, phoneme Isolation (initial, final, and medial), blending words, syllables, onset-rime, and phonemes, segmenting words, syllables, onset-rime, and phonemes, adding syllables and phonemes, deleting syllables and phonemes, and substituting syllables and phonemes. These skills transfer to developing a student's decoding and encoding skills.

Hartland-Lakeside School District 4K-2 Phonological/Phonemic Awareness Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>● Recognizes sounds that match and words that begin or end with the same sounds.</li> <li>● Recognizes and produces rhyming words.</li> <li>● Discriminates separate syllables in spoken words and begins to blend and segment syllables.</li> <li>● Recognizes single sounds and combinations of sounds.</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Kindergarten</b> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>E. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 1</b> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>E. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</li> </ul>	<p><b>Wisconsin Standards for ELA</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonological Awareness - Grade 2</b> RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <li>A. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</li> </ul>
<b>September -November</b> (47 days/ 12 weeks)			
<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyme Repetition</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate the Initial Consonant</li> </ul> </li> <li>● Blending <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Hearing rhymes</li> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and vowels</li> <li>○ Consonants and Short</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> <li>○ Consonants, vowels and digraphs</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 1-12)</p> <ul style="list-style-type: none"> <li>● Rhyme recognition &amp; Production</li> <li>● Initial Phoneme Isolation <ul style="list-style-type: none"> <li>○ Initial consonants and vowels</li> <li>○ Consonants/digraphs/bl ends</li> </ul> </li> <li>● Blending</li> </ul>



<ul style="list-style-type: none"> <li>○ Body-coda</li> <li>○ Onset-Rime</li> <li>● Isolating Final sound</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial phoneme</li> </ul> </li> <li>● Alphabet Knowledge</li> </ul>	<p style="text-align: center;">Vowels</p> <ul style="list-style-type: none"> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Body- Coda</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Isolating Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compounds</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words to Make Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Blending: <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Body-coda</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ 2 and 3 phoneme words</li> <li>○ Digraphs</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Compound Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 Phonemes</li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Final</li> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ 2 &amp; 3 phoneme words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Initial Phonemes</li> <li>○ Initial Phoneme of a blend</li> </ul> </li> </ul>
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**December -February**  
(46 days/ 10 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyme Recognition</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate the Initial Consonant</li> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> </ul> </li> <li>● Blending <ul style="list-style-type: none"> <li>○ Compound words</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonants and Short Vowels</li> <li>○ Consonants and Long Vowels</li> <li>○ Vowels</li> </ul> </li> <li>● Blending:</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme Production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Consonant Blends, digraphs, consonants &amp; vowels</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> <li>○ L blends</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 13-22)</p> <ul style="list-style-type: none"> <li>● Blending <ul style="list-style-type: none"> <li>○ 4+ Phonemes</li> </ul> </li> <li>● Phoneme Isolation <ul style="list-style-type: none"> <li>○ Medial Phoneme/Vowel</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Words into 4+ Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Blending 2 Phonemes</li> <li>● Isolating Medial and Final Sounds</li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ Compound</li> <li>○ Syllables</li> <li>○ Onset-Rime</li> <li>○ Segmenting into 2 Phonemes</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Syllables</li> <li>○ Deleting Initial Phoneme</li> </ul> </li> <li>● Substituting Initial Phoneme of 2-phoneme words</li> </ul>	<ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> <li>● Isolating Medial Sounds <ul style="list-style-type: none"> <li>○ short/long vowels</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 2 Phoneme Words</li> <li>○ 3 Phoneme Words</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonants and Vowels</li> <li>○ Consonant Digraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Final/Medial</li> <li>○ Phoneme location</li> <li>○ Final and Medial R controlled</li> <li>○ Medial: aw, au</li> </ul> </li> <li>● Segmenting <ul style="list-style-type: none"> <li>○ 4 phoneme words</li> <li>○ L blends</li> <li>○ S blends</li> <li>○ R blends</li> <li>○ Mixed blends</li> <li>○ R-controlled vowels</li> </ul> </li> <li>● Adding <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Deleting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Final Phonemes &amp; rime</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Initial Phonemes</li> <li>○ Rimes</li> <li>○ Final Phonemes</li> </ul> </li> <li>● Alphabet Knowledge <ul style="list-style-type: none"> <li>○ Consonant Blends/Digraphs</li> <li>○ Long/short Vowels</li> <li>○ R-controlled vowels and Advanced vowels (au, aw, ou, ow, oi, oy, oo)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Deleting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> <li>● Substituting <ul style="list-style-type: none"> <li>○ Final Phoneme</li> <li>○ Within Word: 2nd phoneme of blend</li> </ul> </li> </ul>
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**March -May**  
(52 days/ 12 weeks)

<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyme Production</li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Isolate Consonant or Vowel</li> <li>○ Generate Words with same onset</li> <li>○ Categorization: Is the onset same or different?</li> </ul> </li> <li>● Blending</li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Onset Fluency: <ul style="list-style-type: none"> <li>○ Digraphs</li> <li>○ L Blends</li> <li>○ Mixed Blends</li> <li>○ Initial Phoneme with Blends</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-35)</p> <ul style="list-style-type: none"> <li>● Rhyming <ul style="list-style-type: none"> <li>○ Rhyme Recognition</li> <li>○ Rhyme production</li> </ul> </li> <li>● Blending: <ul style="list-style-type: none"> <li>○ 3-5 phoneme words with mixed vowel sounds</li> <li>○ Syllables</li> </ul> </li> <li>● Isolating Sounds <ul style="list-style-type: none"> <li>○ Medial: aw, au</li> </ul> </li> </ul>	<p><b>Phonological/Phonemic Awareness</b> (Heggerty weeks 23-05)</p> <ul style="list-style-type: none"> <li>● Intervention for specific students</li> </ul>
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- Blending 2 Phonemes
- Blending 3 Phonemes
- Isolating final and mixed sounds
- Segmenting
  - Segmenting into 2-3 Phonemes
- Adding
  - Initial Phonemes
- Deleting
  - Deleting Initial Phoneme
- Substituting Initial Phoneme of 3-phoneme words

- Blending:
  - 4 or more Phoneme Words
- Isolating Sounds
  - Final/Medial/Phoneme Location
- Segmenting
  - 4 or more Phoneme Words
- Adding
  - Initial and Final Phonemes
- Deleting
  - Initial and Final Phonemes
- Substituting
  - Initial and Final Phonemes
  - Vowels
- Alphabet Knowledge
  - Consonant Digraphs
  - L Blends
  - S Blends
  - R Blends

- Final and Medial (aw, oo, oi)
- Medial/Final
- Medial mixed sounds
- Final syllables
- Phoneme Location
- Segmenting
  - 3-5 phoneme words with mixed vowels
  - Syllables
- Adding
  - Initial Phonemes
  - Final Phonemes & rime
- Deleting
  - Final Phonemes & rime
  - 2 letter of consonant blend
  - Initial phoneme
  - Initial/final syllable
  - Initial/ final phoneme
  - Rimes
- Substituting
  - Vowels
  - Initial/final phonemes
  - 2nd letter of blend
  - Rimes
- Alphabet Knowledge
  - R-controlled vowels & Advanced vowels (au, aw, ou, ow, oi, oy, oo)

## Phonics/Word Study

Sonday System Essentials is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for 4K through Grade two.

Hartland-Lakeside School District 4K-2 Phonics Topics Introduced			
4K	Kindergarten	First Grade	Second Grade
<p><b>Wisconsin Model Early Learning Standards</b> <b>EARLY LITERACY</b></p> <ul style="list-style-type: none"> <li>Recognizes the difference between letters and other symbols.</li> <li>Recognizes letters and their sounds in familiar words, especially in own name.</li> <li>Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.</li> <li>Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.</li> <li>Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> <b>Phonics and Word Recognition -Kindergarten</b> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><b>Related to language standards:</b> L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. <b>Related to Reading Foundational standards.</b> L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode 2-syllable words following basic (known) patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings (i.e., -s, -ed, -ing).</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p>L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</p>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</li> <li>Decode words with common prefixes and suffixes.</li> <li>Decode regularly spelled two-syllable words with long vowels. Encode some of these words.               <ul style="list-style-type: none"> <li>Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).</li> <li>Know when to double the final consonant when adding a suffix. - ing, -ed.</li> </ul> </li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p>L.2.6.d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading</p>

**September -November**  
(47 days/ 12 weeks)

**Alphabet Knowledge**

(Jolly Phonics)

- Introduce upper and lowercase letters/sounds

**Phonics:**

(Jolly Phonics (7 weeks) and HWTears)

Alphabet Knowledge

(EK Sunday Lessons 94-130)

Digraphs (sh, th, ch)

Name Study -know about names and use names to help with writing

Snap Words List A

**Phonics**

*As Needed: Review of kindergarten phonics principles*

Letter sounds and beginning blends

(E1 Sunday Lessons 11-25 and 31-75)

- Short a, e, i, o, and u)
- -ay
- Ee
- w, y
- sh
- Fszl rule
- ck
- qu

Begin Snap Words List C

**Concepts to be taught within reading workshop:**

Inflected Endings (-s,-es, -ing,-ed, -er)

**Phonics**

(E2 Sunday Lessons 1-15)

*As Needed: Review of first grade phonics principles*

Short a, i, o, u, ay, ee, sh, s blends, l blends, r blends

Short e, ch, th, qu, fszl, -ck

End Blends -st, -nd, -nt, -mp -sk, -ft, -lt, -lk, -sp, -ct, -nk, -ng

(E2 Sunday Lessons 51-55)

Advanced blends (scr, shr, spl, spr, squ, str, thr)

(E2 Sunday Lessons 16-50)

-y (by), o (go), ar, oo (moon), or, all, oy., oi

VCe, Compound Words

Wh, er, ow (blow), ow (owl), -ing, -er

OO (book), -tch, -ch

-dge, g, aw, oa

-ear, -s, -es, ai, ir

Soft c, soft g

**Concepts to be taught within reading workshop:**

Suffixes -ed/ed, -ed /d /t

Suffix -tion

Contractions: *(see below March - June)*

Vowel teams

R- controlled Vowels

Tips for reading multisyllabic words

**December -February**  
(46 days/ 10 weeks)

**Alphabet Knowledge**

(Jolly Phonics)

- Introduce upper and lowercase

**Phonics:**

VC Phonograms (at, an, it, in, og, ot, ug, un, et)

**Phonics**

Long vowel teams (ee, ea)  
Phonograms -vvc

**Phonics**

(E2 Sunday Lessons 56- 100)  
-igh, ea, ew, ou

<p>letters/sounds</p>	<p>(EK Sonday lessons 131-180) Segmenting &amp; blending CVC words Short vowels Snap Words List A</p>	<p>(E1 Sonday Lessons 111-150)Ch or, all th -ing, -ang, -ong,-ung wh -ink,-ank,-onk,-unk, oo VCe (magic e rule)</p>	<p>Count syllable, syllable types open/close/and E, vc/cv Syllable Division Patterns 2a v/cv and Syllable Division PAttern 3, Syllable Types VP, R Syllable Type R combination, Syllable Division Pattern 4a Prefixes: in-, re-, Syllable Division Pattern 4b, a- un- Prefixes: de-, be-, ex-, e- Suffixes -ed/ed, -ed /d /t, -y, -ly -cle, Syllable Division Pattern 5 -cle, ur</p>
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**March -May**  
**(52 days/ 12 weeks)**

<p>Alphabet Knowledge (Jolly Phonics)</p> <ul style="list-style-type: none"> <li>Introduce upper and lowercase letters/sounds</li> </ul>	<p><b>Phonics:</b> (E1 Sonday lessons 76-105) Beginning Blends (st, sp, sm, sn, sc, sw, bl, cl, fl, pl, gl, sl, cr, tr, fr, dr, br, pr, gr)</p>	<p><b>Phonics</b> (E1 Sonday Lessons 156 - 170) End Blends -st, -nd, -nt End Blends -mp, -sk, -ft Compound Words, -ing er, ow (low)</p> <p>R-controlled vowels Phonograms (-ar, -or, -er,- ir, -ur)</p>	<p><b>Phonics</b> (E2 Sonday Lessons 101-155) -ind, ild, -old, -ost -ea, ear Prefixes: con-, dis- Prefixes: com-, en- Prefixes: pre-, pro-, per Prefix: sub- Suffixes -tion, -less (taught earlier in the year) Suffixes -ness, -ment, -ful Suffixes -ic, -et Doubling Rule Contractions (either combine lessons OR teach in grammar or reading/writing workshop)</p>
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## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades 1 through 3.

### Hartland-Lakeside School District Grades 1-3 Grammar Topics Introduced

Grade One	Grade Two	Grade Three
<p><b>Wisconsin Model Early Learning Standards Conventions of Standardized English - Grade 1</b></p> <p>L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Common, proper, and possessive nouns.</li> <li>Nouns/verbs agreement in simple sentences.</li> <li>Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.</li> <li>Production and expansion of complete sentences in response to prompts.</li> </ol> <p>L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of dates and names of people.</li> <li>End punctuation.</li> <li>Commas in dates and simple sets.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 2</b></p> <p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.</li> <li>Production, expansion, and rearrangement of complete simple and compound sentences.</li> </ol> <p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of holidays, products, geographic places.</li> <li>Commas in greetings and closings.</li> <li>Apostrophes in contractions and frequently occurring possessives.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 3</b></p> <p>L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Irregular and regular nouns and verbs.</li> <li>Simple verb tenses.</li> <li>Subject-verb agreement.</li> <li>Simple and compound sentences.</li> <li>Easily confused words (e.g., to, too, two).</li> </ol> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Titles.</li> <li>Quotation marks for speech.</li> <li>Possessives.</li> </ol>
<p><b>September -November</b> (47 days/ 12 weeks)</p>		
<p>(Patterns of Power Plus Lesson Sets 1-2)</p> <p><b>Author's Purpose and Craft of End Marks</b></p> <ul style="list-style-type: none"> <li>Use punctuation marks at the end of sentences</li> <li>Use capitalization for the beginning letter of</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 1-4)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use common nouns</li> <li>Use proper nouns</li> <li>Capitalize brand names</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 1-3)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use singular and plural nouns.</li> <li>Explain the function of and use of proper nouns (names)</li> </ul>

<p>sentences</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>• Understand and use nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use singular nouns</li> <li>• Use plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use abstract nouns</li> </ul> <p><b>Possessives</b></p> <ul style="list-style-type: none"> <li>• Reading Units of Study <ul style="list-style-type: none"> <li>◦ Building a Reading Life</li> </ul> </li> </ul> <p>Taught in Writing Units of Study: Crafting True Stories</p>
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**December -February**  
(46 days/ 10 weeks)

<p>(Patterns of Power Plus Lesson Sets 3-7)</p> <p><b>Author's Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>• Use verbs in the present-tense</li> <li>• Use verbs in the past-tense</li> <li>• Use verbs in the future-tense</li> </ul> <p><b>Author's Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>• Use complete or basic sentences</li> </ul> <p><b>Author's Purpose and Craft of Adjectives</b></p> <ul style="list-style-type: none"> <li>• Use frequently occurring adjectives</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 5-7)</p> <p><b>Author's Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>• Use verbs in sentences</li> <li>• Use verbs in the past, present, and future tense</li> </ul> <p><b>Author's Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>• Use adjectives, including articles</li> <li>• Use adjectives to modify nouns</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 4 -8)</p> <p><b>Author's Purpose and Craft of Verbs</b></p> <ul style="list-style-type: none"> <li>• Form and use present-tense verbs</li> <li>• Form and use past-tense verbs</li> <li>• Form and use future tense verbs</li> </ul> <p><b>Author's Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>• Compose complete simple sentences</li> <li>• Use compound sentences</li> </ul> <p><b>Quotation Marks for Speech</b> Taught in Writing Units of Study: Making Trouble: Writing Series Fiction</p>
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**March -May**  
(52 days/ 12 weeks)

<p>(Patterns of Power Plus Lesson Sets 7-10)</p> <p><b>Author's Purpose and Craft of Articles</b></p> <ul style="list-style-type: none"> <li>• Use adjectives, including articles</li> <li>• Use determiners (articles and demonstratives)</li> </ul> <p><b>Author's Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>• Use personal pronouns (subjective and objective case)</li> </ul> <p><b>Author's Purpose and Craft of Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>• Use possessive pronouns</li> <li>• Ensure pronoun-antecedent agreement</li> </ul> <p><b>Commas in dates and simple sets</b> Taught in Writing Units of Study: From Scenes to Series</p>	<p>(Patterns of Power Plus Lesson Sets 8-10)</p> <p><b>Author's Purpose and Craft of Adverbs</b></p> <ul style="list-style-type: none"> <li>• Use adverbs that convey time</li> </ul> <p><b>Author's Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>• Use pronouns, including subjective and objective cases</li> </ul> <p><b>Author's Purpose and Craft of Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>• Use possessive pronouns</li> </ul> <p><b>Apostrophes in contractions and frequently occurring possessives</b></p> <ul style="list-style-type: none"> <li>• Sonday Lessons 91-100</li> </ul> <p><b>Commas in greetings and closings</b> Taught in Writing Units of Study: Writing About Reading</p>	<p>(Patterns of Power Plus Lesson Sets 9-10)</p> <p><b>Author's Purpose and Craft of Comparison</b></p> <ul style="list-style-type: none"> <li>• Form and use comparatives</li> </ul> <p><b>Author's Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>• Use prepositional phrases</li> </ul> <p><b>Titles</b> Taught in Writing Units of Study: Baby Literary Essay</p>
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## District Literacy Curriculum - Grade Three

### Grade Three Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

Third Grade Reading and Writing Units of Study Unit 1		
	Reading Units of Study <b>Building a Reading Life</b>	Writing Units of Study <b>Crafting True Stories</b>
In this unit...	In this unit we launch the upper grade reading workshop, inviting students to become people who care about reading.	In this unit we introduce third-graders to the upper-grade writing workshop, and encourage students to work with enormous productivity and increasing independence.
Unit GOAL The goal is to...	The goal is to develop lifelong habits of strong readers, learn to talk about books with others, and apply on-the-run comprehension strategies to hold onto and synthesize all the parts of the text.	The goal is to help writers transition from writing a booklet a day in K-2 to completing longer writing projects that require students to move fluidly through the writing process. Writers will draft a piece in each bend and take one piece to publication by the end of the unit.
GOALS by BEND	<p><b>BEND 1: Making a Reading Life</b></p> <ul style="list-style-type: none"> <li>● Choosing books that are within their reach</li> <li>● Tracking their volume of reading</li> </ul> <p><b>BEND 2: Understanding the Story</b></p> <ul style="list-style-type: none"> <li>● Focusing on essential comprehension skills               <ul style="list-style-type: none"> <li>○ Envisioning</li> <li>○ Predicting</li> <li>○ Retelling</li> </ul> </li> </ul> <p><b>BEND 3: Tackling More Challenging Texts</b></p> <ul style="list-style-type: none"> <li>● Learning different ways to figure out tricky words and phrases</li> </ul>	<p><b>BEND 1: Writing Personal Narratives with Independence</b></p> <ul style="list-style-type: none"> <li>● Establishing the structures and routines of the writing workshop</li> <li>● Imagining the kind of writing they want to make and setting goals for themselves</li> </ul> <p><b>BEND 2: Becoming a Storyteller on the Page</b></p> <ul style="list-style-type: none"> <li>● Introducing writers to a writing notebook</li> <li>● Developing seed ideas</li> <li>● Drafting several different leads</li> </ul> <p><b>BEND 3: Writing with New Independence on a Second Piece</b></p> <ul style="list-style-type: none"> <li>● Repeating the writing process to become more fluent</li> </ul> <p><b>BEND 4: Fixing Up and Fancying Up Your Best Work: Revision and Editing</b></p> <ul style="list-style-type: none"> <li>● Using all we've learned so far about the writing process and writing craft to make our writing even better</li> </ul>
Mentor Texts	<i>Dog Days: The Carver Chronicles</i> by Karen	<i>Come on, Rain!</i> by Karen Hesse

	English <i>Stone Fox</i> by John Reynolds Gardiner	<i>Jabari Jumps</i> by Gaia Cornwall
Wisconsin Standards for English Language Arts		
	Reading Units of Study Building a Reading Life	Writing Units of Study Crafting True Stories
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5 RF.3.3, RF.3.4	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5 RF.3.4
Speaking and Listening K-5	SL. 3.1, SL.3.3, SL.3.4	SL.3.1
Language K-5	L.3.3, L.3.4, L.3.5	L.3.1, L.3.3, L.3.6
Writing K-5	None	W.3.2, W.3.4, W.3.5, W.4.3

Third Grade Reading and Writing Units of Study Unit 2		
	Reading Units of Study Reading to Learn: Grasping Main Ideas and Text Structure	Writing Units of Study The Art of Information Writing
In this unit...	In this unit we support students in developing a rich life of nonfiction reading, along with the skills to do that reading well.	In this unit qualities of strong information writing are taught. Students create their own informational texts using the mentor texts as a guide for their work.
Unit GOAL The goal is to...	The goal is to teach students to read long stretches of nonfiction with fluency, in such a way that they can determine importance and ascertain main ideas.	The goal is to choose topics of personal expertise and write chapter books where different chapters are organized in different ways, some as cause and effect, some as compare and contrast, and some as chronological.
GOALS by BEND	<p><b>BEND 1: Determining Importance in Expository Texts</b></p> <ul style="list-style-type: none"> <li>Learning the differences between reading fiction and reading expository texts</li> <li>Figuring out the main idea(s) and supporting details</li> </ul> <p><b>BEND 2: Lifting the Level of Thinking about Expository Texts</b></p> <ul style="list-style-type: none"> <li>Learning to think about and question the texts they are reading</li> <li>Reading differently to prepare for book conversations</li> </ul> <p><b>BEND 3: Synthesizing and Growing Ideas in Narrative Nonfiction</b></p> <ul style="list-style-type: none"> <li>Attending to nonfiction text structures</li> <li>Learning to read narrative nonfiction</li> </ul>	<p><b>BEND 1: Organizing Information</b></p> <ul style="list-style-type: none"> <li>Choosing topics in which they have expertise</li> <li>Using a table of contents as a tool for structuring an expository text</li> </ul> <p><b>BEND 2: Moving Toward Publication, Moving Toward Readers</b></p> <ul style="list-style-type: none"> <li>Using more complex revision strategies to make their writing even better</li> <li>Using grammar with meaning</li> <li>Tapping research for elaboration</li> </ul> <p><b>BEND 3: Transferring Learning from Long Projects to Short Ones</b></p> <ul style="list-style-type: none"> <li>Being aware of one's audience when making writing decisions</li> <li>Using text features and fact checking</li> <li>Being aware of grammar and conventions</li> </ul> <p><b>BEND 4: Transferring Learning from Long Projects to Short Ones</b></p> <ul style="list-style-type: none"> <li>Connecting with our social studies work to further emphasize how transferable</li> </ul>

		writing skills can and should be.
Mentor Texts	<i>Frogs!</i> by Elizabeth Carney <i>Frogs And Toads</i> by Bobbie Kalman <i>Gorillas</i> by Lori McManus <i>The Story of Ruby Bridges</i> by Robert Coles	<i>Dangerous Animals</i> by Melissa Stewart
Additional Resources	<a href="#">Reading to Learn Text Set</a> <a href="#">The Weird and Wonderful Octopus</a> <a href="#">Biography of Jack Ezra Keats</a>	None
Wisconsin Standards for English Language Arts		
	Reading Units of Study Reading to Learn: Grasping Main Ideas and Text Structure	Writing Units of Study The Art of Information Writing
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5, R.3.6, R.3.7, R.3.8, R.3.9 RF.3.4	R.3.1, R.3.5, R.3.7, R.3.8 RF.3.4
Speaking and Listening K-5	SL. 3.1, SL.3.2, SL. 3.3, SL.3.4	SL.3.1
Language K-5	L.3.4, L.3.5	L.3.2, L.3.6
Writing K-5	W.3.6	W.3.2, W.3.3, W.3.4, W.3.5, W.4.2

Third Grade Reading and Writing Units of Study Unit 3		
	Reading Units of Study Series Unit	Writing Units of Study Changing the World: Persuasive Speeches, Petitions and Editorials
In this unit...	In this unit we use series books to develop a life-long love of reading and support reading with increased volume and engagement.	In this unit students see that their voices matter and that their writing can create change in the world. We support students in learning the foundations of argument writing and the basics of essay structure.
Unit GOAL The goal is to...	The goal is to support students in the foundational work of studying characters and growing ideas as well as accumulating thinking across a series.	The goal is to help writers learn to introduce topics, support these topics by listing reasons, using transition words to connect the various parts of their pieces and to write strong conclusions.
GOALS by BEND	<b>BEND 1: Becoming Experts at Studying Characters</b> <ul style="list-style-type: none"> <li>● Paying attention to characters</li> <li>● Monitoring for meaning and fluency</li> </ul> <b>BEND 2: Seeing Patterns, Growing Theories &amp; Transferring Learning to a New Series</b> <ul style="list-style-type: none"> <li>● Growing deeper ideas about characters by tracing them across a series</li> <li>● Studying character relationships</li> </ul>	<b>BEND 1: Launching Work on Persuasive Speeches</b> <ul style="list-style-type: none"> <li>● Gathering and supporting bold and brave opinions</li> </ul> <b>BEND 2: Raising the Level of Persuasive Writing</b> <ul style="list-style-type: none"> <li>● Working for an extended amount of time on one piece</li> <li>● Working through the entire writing process</li> </ul> <b>BEND 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</b>

		<ul style="list-style-type: none"> <li>Transferring and applying everything they have learned about persuasive speeches to writing other types of opinion pieces (petitions, editorials, persuasive letters, etc)</li> </ul> <p><b>BEND 4: Cause Groups</b></p> <ul style="list-style-type: none"> <li>Working in collaborative groups to support causes</li> </ul>
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Mentor Texts	<i>Little Shaq</i> by Shaquille O’Neil <i>Little Shaq Takes a Chance</i> by Shaquille O’Neil <i>Pinky and Rex</i> by James Howe	<a href="#">Change the World Letter Mentor Texts</a>  <a href="#">Changing the World Links.pdf</a>  <a href="#">Cause Groups Links</a>
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**Wisconsin Standards for English Language Arts**

	Reading Units of Study <b>Series Unit</b>	Writing Units of Study <b>Changing the World: Persuasive Speeches, Petitions and Editorials</b>
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5, R.3.6, R.3.7 RF.3.4	RF.3.4
Speaking and Listening K-5	SL. 3.1, SL. 3.3, SL.3.4	SL.3.2, SL.3.4, SL.3.5, SL.4.4
Language K-5	L.3.3, L.3.4, L.3.5	L.3.1, L.3.6
Writing K-5	W.3.4	W.3.1, W.3.5, W.3.6, W.3.7, W.3.8, W.4.1

**Third Grade Reading and Writing Units of Study Unit 4**

	Reading Units of Study <b>Mystery: Foundational Skills in Disguise</b>	Writing Units of Study <b>Making Trouble: Writing Series Fiction</b>
In this unit...	In this unit readers step into the detective’s shoes - tracking clues and looking out for red herrings. Students also ramp up and emphasize the foundational skills that lie at the heart of engaged reading.	In this unit students write realistic fiction stories that are written much like the small moment stories they began the year writing in the Crafting True Stories unit.
Unit GOAL The goal is to...	The goal is to hook readers on series books and help them make connections between the genres of mystery and fiction. Readers should leave this unit able to make predictions, revise those predictions, follow characters and how they change as well as determining problems and recognizing solutions.	The goal is to help students internalize the story structure of: <ul style="list-style-type: none"> <li>Characters face one main trouble that gets worse and worse over time</li> <li>By the end, the characters learn lessons from facing and resolving those troubles</li> </ul>
GOALS by BEND	<p><b>BEND 1: Understanding the Mystery</b></p> <ul style="list-style-type: none"> <li>Reading mysteries, keeping track of clues, wondering about suspects, noting points of confusion, and discussing their thinking with partners</li> </ul>	<p><b>BEND 1: Writing Multiple Made-Up Trouble Stories</b></p> <ul style="list-style-type: none"> <li>Envisioning story events</li> <li>Writing events bit by bit</li> <li>Adding dialogue to bring the story to</li> </ul>

	<ul style="list-style-type: none"> <li>Working on fluency, monitoring for sense, retelling, envisioning, and predicting</li> </ul> <p><b>BEND 2: Raising the Level Of Mystery Reading</b></p> <ul style="list-style-type: none"> <li>Helping students think about the genre as a whole and to notice how a particular books is like and unlike others in the genre</li> </ul> <p><b>BEND 3: Reading Mysteries Can Help You Read Any Kind of Fiction</b></p> <ul style="list-style-type: none"> <li>Reading fiction asking: “What is the problem?”, What will happen next?”, and What’s this character really like?”</li> <li>Making and revising predictions, paying attention to small details in order to do so</li> </ul>	<p>life</p> <p><b>BEND 2: Embracing Revision</b></p> <ul style="list-style-type: none"> <li>Revising using story structure</li> </ul> <p><b>BEND 3: Learning from the Pros: Using Mentors to Inspire Series Writing</b></p> <ul style="list-style-type: none"> <li>Planning and writing 3 stories in a series</li> <li>Learning from a mentor text <ul style="list-style-type: none"> <li>Including details that show the heart of the character</li> </ul> </li> <li>Using transitional phrases to incorporate setting into their stories</li> <li>Paragraphing <ul style="list-style-type: none"> <li>Highlighting shifts in time, place, or person talking</li> </ul> </li> </ul>
Mentor Texts	<i>The Absent Author</i> by Ron Roy <i>The Whodunit Agency: The Diamond Mystery</i> by Martin Widmark	<i>Little Shaq</i> by Shaquille O’Neil <i>Little Shaq Takes a Chance</i> by Shaquille O’Neil <i>Because Of Winn-Dixie</i> by Kate DiCamillo

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Mystery: Foundational Skills in Disguise</b>	Writing Units of Study <b>Making Trouble: Writing Series Fiction</b>
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.5, R.3.6, R.3.9 RF.3.4	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5 RF.3.4
Speaking and Listening K-5	SL. 3.1, SL. 3.3, SL.3.4	SL.3.1
Language K-5	L.3.3, L.3.4, L.3.5	L.3.1, L.3.6
Writing K-5	W.3.4	W.3.2, W.3.4, W.3.5, W.4.3

### Third Grade Reading and Writing Units of Study Unit 5

	Reading Units of Study <b>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</b>	Writing Units of Study <b>Writing About Research</b>
In this unit...	In this unit readers form clubs, and each club studies its own animal. They gather research to use when writing their informational chapter books.	In this unit writers use the research gathered during Reading Workshop around their animal topic to write informational chapter books.
Unit GOAL The goal is to...	The goal is to synthesize information across texts, organizing what they are learning about that one subtopic (animal).	The goal is to collaborate to write club books about each animal they research, and then write a club book that captures the ideas they grow.
GOALS by BEND	<p><b>BEND 1: Researching a Topic</b></p> <ul style="list-style-type: none"> <li>Supporting students to work in a small club to organize the work of studying that club’s animal</li> </ul>	<p><b>BEND 1: Transferring Previous Learning on Information Writing to Write Research-Based All-About Books</b></p> <ul style="list-style-type: none"> <li>Transferring over everything they’ve</li> </ul>

	<ul style="list-style-type: none"> <li>Asking questions and growing big ideas</li> <li>Synthesizing across texts</li> </ul> <p><b>BEND 2: A Second Cycle of Research</b></p> <ul style="list-style-type: none"> <li>Starting the research process again with a second animal</li> <li>Noticing text structures and using them to organize their learning</li> </ul> <p><b>BEND 3: Synthesizing, Comparing, and Contrasting</b></p> <ul style="list-style-type: none"> <li>Researching similarities and differences between things</li> <li>Asking questions and growing big ideas</li> </ul>	<p>learned so far about information writing to this new book</p> <p><b>BEND 2: Writing All-About Books with An Emphasis on Structure</b></p> <ul style="list-style-type: none"> <li>Including strong elaboration and a variety of text structures</li> </ul> <p><b>BEND 3: Writing Books that Advance Big Ideas</b></p> <ul style="list-style-type: none"> <li>Writing informational texts that advance big ideas</li> </ul>
Mentor Texts	<p><i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman</p> <p><i>Penguins</i> by Bobbie Kalman</p> <p><i>The Penguin</i> by Béatrice Fontanel and Robin Johnson</p>	<p><i>The Life Cycle of an Emperor Penguin</i> by Bobbi Kalman and Robin Johnson</p> <p><i>Penguins</i> by Bobbie Kalman</p> <p><i>The Penguin</i> by Béatrice Fontanel and Robin Johnson</p>

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Research Clubs: Elephants, Penguins, and Frogs Oh My!</b>	Writing Units of Study <b>Writing About Research</b>
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5, R.3.7, R.3.8, R.3.9 RF.3.3, RF.3.4	R.3.1, R.3.5, R.3.7, R.3.8 RF.3.4
Speaking and Listening K-5	SL. 3.1, SL.3.2, SL. 3.3, SL.3.4	SL.3.1, SL.3.5
Language K-5	L.3.4, L.3.5	L.3.2, L.3.6
Writing K-5	W.3.2, W.3.4, W.3.5, W.3.6	W.3.2, W.3.4, W.3.5, W.3.8, W.3.9, W.4.2

### Third Grade Reading and Writing Units of Study Unit 6

	Reading Units of Study <b>Character Studies</b>	Writing Units of Study <b>Baby Literary Essay</b>
In this unit...	In this unit we move from a close study of character, to a study of the predictable journeys that all characters take, to a cross book comparison study of characters who have something important in common (similar traits, problems, lessons learned).	In this unit third graders are introduced to text based writing - a baby literary essay.
Unit GOAL The goal is to...	The goal is to teach readers how to get to know characters by studying them deeply through investigation of patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories.	The goal is to to make writing about reading, and simple essay structure, accessible and joyful for all third graders.
GOALS by BEND	<p><b>BEND 1: Getting to Know a Character as a Friend</b></p> <ul style="list-style-type: none"> <li>Observing what characters do and say to learn about who they are - generate a character trait</li> </ul>	<p><b>BEND 1: Structuring Essays</b></p> <ul style="list-style-type: none"> <li>Supporting text-based ideas about characters</li> <li>Using a simple essay structure to flash draft</li> </ul>

	<ul style="list-style-type: none"> <li>Using theories to make predictions, inferences, synthesize</li> </ul> <p><b>BEND 2: Following a Character’s Journey</b></p> <ul style="list-style-type: none"> <li>Following a character across the story</li> <li>Identifying the conflict in the story as the heart of the story</li> <li>Identifying roles of secondary characters in the main character’s journey</li> </ul> <p><b>BEND 3: Comparing and Contrasting Characters Across Books</b></p> <ul style="list-style-type: none"> <li>Thinking of how the main characters of two books are similar and different</li> <li>Determining lesson learned</li> </ul>	<p><b>BEND 2: Raising the Level of Baby Essays</b></p> <ul style="list-style-type: none"> <li>Noticing how and why character feelings change</li> <li>Drafting with paragraphs in mind</li> </ul> <p><b>BEND 3: Raising the Level of Baby Essays</b></p> <ul style="list-style-type: none"> <li>Generating claims and gathering evidence</li> <li>Using all they’ve learned so far about the writing process and writing craft to make their writing even better</li> </ul>
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Mentor Texts	<p><i>Because Of Winn-Dixie</i> by DiCamillo, Kate</p> <p><i>Make Way For Dyanonde Daniel</i> by Nikki Grimes</p>	<p><i>Joy and Heron</i> (video short)</p> <p><a href="#">▶ A Joy Story: Joy and Heron</a></p> <p><i>Watercress</i>, by Andrea Wang.</p> <p><i>Buzzing with Questions: the Inquisitive Mind of Charles Henry Turner</i>, by Janice N. Harrington</p>
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Group Texts	None	<p><i>Pip</i></p> <p><a href="#">▶ Pip   A Short Animated Film by Southeaste...</a></p> <p><i>Dust Buddies</i></p> <p><a href="#">▶ CGI Animated Short Film HD "Dust Buddie...</a></p> <p><i>Piper</i></p> <p><a href="#">▶ piper pixar short film 2016 full</a></p> <p><i>A Bike Like Sergio’s</i> by Maribeth Boelts</p> <p><i>Big Red Lollipop</i> Rukhsana Khan</p> <p><i>Eyes That Kiss in the Corners</i>, by Joanna Ho</p> <p><i>Ron’s Big Mission</i> Written by Rose Blue &amp; Corinne Naden</p> <p><i>Whoosh!: Lonnie Johnson’s Super-Soaking Stream of Inventions</i> by Chris Barton</p> <p><i>Joan Procter, Dragon Doctor: The Woman Who Loved Reptiles</i> by Patricia Valdez</p> <p><i>Balloons Over Broadway: The True Story of the Puppeteer of Macy’s Parade</i> By Melissa Sweet</p> <p><i>Magic Ramen</i> by Andrea Wang</p> <p><i>The Girl Who Thought in Pictures</i> by Julia Finley Mosca</p> <p><i>Shark Lady</i> by Jess Keating</p> <p><i>The Crayon Man</i> by Natascha Biebow</p>
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**Wisconsin Standards for English Language Arts**

	Reading Units of Study <b>Character Studies</b>	Writing Units of Study <b>Baby Literary Essay</b>
Reading K-5 Foundational Skills	R.3.1, R.3.2, R.3.3, R.3.4, R.3.5, R.3.6, R.3.9 RF.3.4	RF.3.4
Speaking and Listening K-5	SL. 3.1, SL. 3.3, SL.3.4	SL.3.2, SL.3.4, SL.4.4
Language K-5	L.3.3, L.3.4, L.3.5	L.3.1, L.3.3, L.3.6
Writing K-5	W.3.4	W.3.1, W.3.5, W.3.6, W.3.9, W.4.1

## Phonics/Word Study

Sonday System Essentials is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for grades three through five.

### Hartland-Lakeside School District 3-5 Phonics Topics Introduced

Grade Three	Grade Four	Grade Five
<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</li> <li>Read grade-appropriate irregularly spelled words.</li> <li>Apply common encoding rules</li> <li>Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).</li> <li>Know when to double the final consonant when adding a suffix.</li> </ol> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Use conventional spelling for high frequency words.</li> <li>Use conventional spelling for adding suffixes to basic words.</li> <li>Use learned syllable patterns and reference materials to solve and write unknown words.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.4.2 Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Spell grade-level words correctly using reference materials to solve words as needed.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ol> <p>L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> </ol> <p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</li> </ol>
<p><b>Trimester ONE</b></p>		
<p><b>Phonics</b> (E3 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Short vowels, ay, ee, sh, s blends, l blends, r blends</li> <li>ch, th, qu, fszl, -ck, VCe</li> <li>End blends -st, -nd, -nt, -mp, -sk, -ft, -lt, -lk, -sp, -ct, -ng, -nk</li> </ul>	<p><b>Phonics</b> (E4 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Syllable Types: Closed, Open, Vowel Pair, R Controlled, Cle; Syllable Division Patterns: vccv, vcv, vccc</li> <li>ow, oi, oy, all, fszl, -ck. Syllable Div. Patterns:</li> </ul>	<p><b>Phonics</b> (E5 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Schwa sound; Syllabic consonants; Accents; Suffix: -ity</li> <li>Suffixes: -ent, -ant; Scribal o; Two-Syllable Doubling Rule, Y Rule</li> </ul>



<ul style="list-style-type: none"> <li>Compound words, y, e, o, ar, -s, -es</li> <li>oo, or, all, oy, oi</li> <li>Syllable Types: Closed, Open, Silent E. Syllable Division Patterns: vccv, v/cv, vc/v</li> <li>wh, er, ow</li> <li>ing, -er, oo</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p>prefix/base, base/suffix</p> <ul style="list-style-type: none"> <li>-ch, -tch, -dge, soft g. Suffixes: -et, -en, -ic</li> <li>soft c, aw, oa, ea (long e) ear, ir as /er/</li> <li>ew, ai, ou, igh, ea (bread), ear (earth), -ind, -ild, -old, -ost</li> <li>ur. Suffixes: -tion, -able. Roots: tract, ject</li> <li>Doubling rule. Suffixes: -ous, -al</li> <li>E Rule, drop e. E Rule, keep e</li> </ul>	<ul style="list-style-type: none"> <li>Soft c and g; Accent Patterns</li> <li>Sounds: tu/ture, du, su/sure; Suffixes: -ar, -or; Prefix: com-</li> <li>Prefixes: con-, col-, cor-, co-</li> <li>Roots: duc/duct/duce, fer, vert/vers; Prefixes: im-, in-</li> <li>Prefixes: il-, ir-, ig-</li> <li>Roots: reg/rect, lumin/luc(e)/lus(e), lude/lus(e); Prefixes: e-, ex-, em-</li> </ul>
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### TRIMESTER TWO

Grade Three	Grade Four	Grade Five
<p>(E2 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>tch, ch, soft c, -dge, soft c, soft g</li> <li>oa, ear, aw</li> <li>ai, ir, scr, shr, spl, spr, squ, str, thr</li> <li>igh, ea, ew</li> <li>ou, Syllable Types: Vowel Pair. Syllable Division Pattern: vcccv</li> <li>Syllable Type: R. Syllable Division Pattern: Base/Suffix</li> <li>Prefixes: in-, re-, a-, un-, de-. Syllable Division Pattern: Prefix/Base</li> <li>Prefixes: be-, ex-, e-</li> <li>Suffixes: -ed as /ed/, /d/, /t/</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>au, ey. Suffixes: -ive, -age</li> <li>ph. Roots: graph, photo, phono, sphere</li> <li>ue. Syllable Division Pattern: v/v</li> <li>Suffix: -sion. Roots: mis/miss, cuss, press, pel/puls, gress</li> <li>Suffix: -sion. Roots: clud/clus, fus, vis/vid</li> <li>Y Rule</li> <li>Y Rule - plural, ie</li> <li>ie /ee/</li> <li>ei /ee/. Roots: cap/cept/ceit/ceive</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>Prefixes: en-, ef-; Root: fort/force</li> <li>Prefixes: ab-, ad-, ac-, af-, al-, as-</li> <li>Prefixes: an-, ar-, ap-, at-</li> <li>Roots: nunci/nounce, sume/sump. Prefixes: sub-, suc-, suf-, sug-</li> <li>Prefixes: sum-, sup-, sur-, sus-</li> <li>Prefix: se-. Roots: cede/cess/ceed, fect/fic, sequ/secut; Prefix: ob-</li> <li>Prefixes: of-, oc-, op-</li> <li>Roots: pon(e)/pos(e), claim/clam, fix; Prefixes: syl-, sym-</li> <li>Prefixes: syn-, sys-. Roots: meter/mettr, pute</li> </ul>

### TRIMESTER THREE

Grade Three	Grade four	Grade Five
<p><b>Phonics</b> (E2 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>Suffixes: -y, -ly; Syllable Type and Division Pattern: -Cle</li> <li>ur, -ind, -ild, -old, -ost</li> <li>ea (bread), ear (earth)</li> <li>Contractions: is/has/are groups, Doubling Rule</li> <li>Doubling Rules</li> <li>Prefixes: dis-, com-, con-, en</li> <li>Contractions: not group, Prefixes: pre-, pro-, per-, sub</li> <li>E Rules, Syllable Division Pattern: v/v, Suffix: -ful</li> <li>Contractions: has/us groups, Suffixes: -tion, -less</li> <li>Suffixes: -ness, -ment; E Rule</li> <li>Contractions: have group, Suffixes: -ic, -et, -en</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>ei, igh /long a/</li> <li>war, wor</li> <li>wa, qua</li> <li>augh, ough</li> <li>kn, wr</li> <li>gn, mb</li> <li>-stle, ch /k/</li> <li>Roots: chrome, chron, tech, arch</li> <li>Prefixes: for-, fore-</li> <li>Prefixes: over-, with-, auto-</li> <li>Prefixes: para-, tele-</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>Prefixes: uni-, mono-, bi-, di-, tri-</li> <li>Prefixes: dec-/deci-; Roots: numer, cycl/cyclo</li> <li>Prefixes: poly-, multi-, cent-, semi-; Roots: vict/vince</li> <li>Roots: causa/cuse, cur; Suffixes: -ism, -an</li> <li>Connective i suffixes: -ion, -ia, -ian, -ious, -ior</li> <li>Roots: dem, cid(e)/cis(e), fid(e)/feder</li> <li>Connective i suffixes: -ium, -iac, -ial, -iant, -iance, -ient, -ience</li> <li>Roots: medi, flex/flect, here/hes(e)</li> <li>Suffixes: -cial, -tial, -cious, -tious, -tient/-tience</li> <li>Suffixes: -cient/-cience, -cian, -tian; Roots: lect/leg</li> <li>Suffixes: -sia, -tia, -cia; Roots: dent/dont; Suffix: -ine /in/</li> </ul>

## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades 1 through 3.

### Hartland-Lakeside School District Grades 1-3 Grammar Topics Introduced

Grade One	Grade Two	Grade Three
<p><b>Wisconsin Model Early Learning Standards Conventions of Standardized English - Grade 1</b></p> <p>L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Common, proper, and possessive nouns.</li> <li>Nouns/verbs agreement in simple sentences.</li> <li>Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.</li> <li>Production and expansion of complete sentences in response to prompts.</li> </ol> <p>L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of dates and names of people.</li> <li>End punctuation.</li> <li>Commas in dates and simple sets.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 2</b></p> <p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.</li> <li>Production, expansion, and rearrangement of complete simple and compound sentences.</li> </ol> <p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization of holidays, products, geographic places.</li> <li>Commas in greetings and closings.</li> <li>Apostrophes in contractions and frequently occurring possessives.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English - Grade 3</b></p> <p>L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Irregular and regular nouns and verbs.</li> <li>Simple verb tenses.</li> <li>Subject-verb agreement.</li> <li>Simple and compound sentences.</li> <li>Easily confused words (e.g., to, too, two).</li> </ol> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Titles.</li> <li>Quotation marks for speech.</li> <li>Possessives.</li> </ol>
<p><b>September -November</b> (47 days/ 12 weeks)</p>		
<p>(Patterns of Power Plus Lesson Sets 1-2)</p> <p><b>Author's Purpose and Craft of End Marks</b></p> <ul style="list-style-type: none"> <li>Use punctuation marks at the end of sentences</li> <li>Use capitalization for the beginning letter of sentences</li> </ul> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Understand and use nouns</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 1-4)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use common nouns</li> <li>Use proper nouns</li> <li>Capitalize brand names</li> <li>Use singular nouns</li> <li>Use plural nouns</li> </ul>	<p>(Patterns of Power Plus Lesson Sets 1-3)</p> <p><b>Author's Purpose and Craft of Nouns</b></p> <ul style="list-style-type: none"> <li>Use singular and plural nouns.</li> <li>Explain the function of and use of proper nouns (names)</li> <li>Use abstract nouns</li> </ul> <p><b>Possessives</b></p> <p>Taught in Reading Units of Study: Building a Reading Life Taught in Writing Units of Study: Crafting True Stories</p>

## December -February

(46 days/ 10 weeks)

(Patterns of Power Plus Lesson Sets 3-7)

### Author's Purpose and Craft of Verbs

- Use verbs in the present-tense
- Use verbs in the past-tense
- Use verbs in the future-tense

### Author's Purpose and Craft of Sentences

- Use complete or basic sentences

### Author's Purpose and Craft of Adjectives

- Use frequently occurring adjectives

(Patterns of Power Plus Lesson Sets 5-7)

### Author's Purpose and Craft of Verbs

- Use verbs in sentences
- Use verbs in the past, present, and future tense

### Author's Purpose and Craft of Sentences

- Use adjectives, including articles
- Use adjectives to modify nouns

(Patterns of Power Plus Lesson Sets 4 -8)

### Author's Purpose and Craft of Verbs

- Form and use present-tense verbs
- Form and use past-tense verbs
- Form and use future tense verbs

### Author's Purpose and Craft of Sentences

- Compose complete simple sentences
- Use compound sentences

### Quotation Marks for Speech

Taught in Writing Units of Study: Making Trouble: Writing Series Fiction

## March -May

(52 days/ 12 weeks)

(Patterns of Power Plus Lesson Sets 7-10)

### Author's Purpose and Craft of Articles

- Use adjectives, including articles
- Use determiners (articles and demonstratives)

### Author's Purpose and Craft of Pronouns

- Use personal pronouns (subjective and objective case)

### Author's Purpose and Craft of Possessive Pronouns

- Use possessive pronouns
- Ensure pronoun-antecedent agreement

### Commas in dates and simple sets

Taught in Writing Units of Study: From Scenes to Series

(Patterns of Power Plus Lesson Sets 8-10)

### Author's Purpose and Craft of Adverbs

- Use adverbs that convey time

### Author's Purpose and Craft of Pronouns

- Use pronouns, including subjective and objective cases

### Author's Purpose and Craft of Possessive Pronouns

- Use possessive pronouns

### Apostrophes in contractions and frequently occurring possessives

- Sunday Lessons 91-100

### Commas in greetings and closings

Taught in Writing Units of Study: Writing About Reading

(Patterns of Power Plus Lesson Sets 9-10)

### Author's Purpose and Craft of Comparison

- Form and use comparatives

### Author's Purpose and Craft of Prepositional Phrases

- Use prepositional phrases

### Titles

Taught in Writing Units of Study: Baby Literary Essay



## District Literacy Curriculum - Grade Four

### Grade Four Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

<b>Fourth Grade Reading and Writing Units of Study Unit 1</b>		
	Reading Units of Study <b>Interpreting Characters: The Heart of the Story</b>	Writing Units of Study <b>The Arc of Story: Writing Realistic Fiction</b>
In this unit...	Readers build upon their reading lives, growing substantial ideas grounded in evidence. They learn that details matter and use those details as evidence from the text to support their ideas.	Writers begin the year with narrative writing, creating and drafting small moment stories.
Unit GOAL The goal is to...	The goal is to support students to establish a reading life, think deeply about characters and build interpretations while they read.	The goal is to create and develop characters that feel real, drafting and revising to make their stories believable and thinking about their audience when writing.
GOALS by BEND	<p><b>Bend 1: Establishing a Reading Life</b></p> <ul style="list-style-type: none"> <li>Students build upon all they learned in third grade about retelling and envisioning to develop their reading habits.</li> </ul> <p><b>Bend 2: Thinking Deeply about Characters</b></p> <ul style="list-style-type: none"> <li>Students learn to ‘read’ characters and develop theories about them, noticing patterns in characters’ actions and how the characters are complex.</li> <li>Students learn to read on with their initial character theories, looking for more evidence or to revise their initial ideas.</li> </ul> <p><b>Bend 3: Building Interpretations</b></p> <ul style="list-style-type: none"> <li>Students develop larger interpretations of their whole book by connecting ideas together and</li> </ul>	<p><b>Bend 1: Drafting and Developing Stories and Characters that Feel Real</b></p> <ul style="list-style-type: none"> <li>Students collect stories from their lives and then draft to create fictional story ideas.</li> <li>Students choose a story idea and develop their main character’s traits, wants and obstacles that can get in the way.</li> </ul> <p><b>Bend 2: Draft and Revise a Realistic Fiction Story</b></p> <ul style="list-style-type: none"> <li>Students create a story arc to hone in on important scenes of their stories and then draft their whole story using the story arc as a guide.</li> </ul> <p><b>Bend 3: Revise and Edit Story from Bend 3</b></p> <ul style="list-style-type: none"> <li>Students engage in deep revision and editing work to prepare their pieces for an audience.</li> </ul>

	considering big life issues that relate to many people and stories	<b>Bend 4: Write another realistic fiction story using the writing process with more independence</b> <ul style="list-style-type: none"> <li>Students repeat the writing process to become more fluent.</li> <li>Students use all they learned so far about the writing process and narrative craft to draft a new fiction story.</li> </ul>
Mentor Texts	<i>Tiger Rising</i> by Kate Dicamillo <i>Because of Mr. Terupt</i> by Rob Buyea <i>Wonder</i> by R.J. Polacco <i>Out of My Mind</i> by Sharon Draper	<i>Tiger Rising</i> by Kate Dicamillo <i>Pecan Pie Baby</i> by Jacqueline Woodson <i>Fireflies</i> by Julie Brinckloe <i>Pippi Goes on Board</i> by Astrid Lindgred

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Interpreting Characters: The Heart of the Story</b>	Writing Units of Study <b>The Arc of Story: Writing Realistic Fiction</b>
Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.4, R.5.1	R.4.3
Strand: Speaking and Listening K-5	SL.4.1, SL.4.3, SL.4.4	SL.4.4
Strand: Language K-5	L.4.1, L.4.2, L.4.3, L.4.4	L.4.1, L.4.3, L.4.5, L.4.6
Strand: Writing Standards K-5	W.4.2, W.4.9	W.4.1, W.4.2, W.4.4, W.4.5, W.4.8, W.4.9

### Fourth Grade Reading and Writing Units of Study Unit 2

	Reading Units of Study <b>Reading the Weather, Reading the World: Purposeful Reading of Nonfiction</b>	Writing Units of Study <b>Boxes and Bullets: Personal and Persuasive Essays</b>
In this unit...	Readers dig into research projects that revolve around a class topic of extreme weather and natural disasters and then research a second subtopic in order to compare and contrast.	Writers learn the structure of a well-organized, thesis-driven essay.
Unit GOAL The goal is to...	The goal is to learn from texts read, launch a whole-class research project and tackle another research project with independence.	The goal is to learn the value of organization and form of an essay by gathering evidence to support and express an opinion.
GOALS by BEND	<b>Bend 1: Learning from Texts</b> <ul style="list-style-type: none"> <li>Students read nonfiction texts of their choice, studying what makes nonfiction complex and learning strategies to tackle nonfiction</li> </ul>	<b>Bend 1: Writing to Learn</b> <ul style="list-style-type: none"> <li>Students develop thesis statements and build plans for their essays.</li> </ul> <b>Bend 2: Raising the Level of Essay Writing</b>

	<ul style="list-style-type: none"> <li>Students learn to summarize a nonfiction text well.</li> </ul> <p><b>Bend 2: Launching a Whole-Class Research Project about Extreme Weather</b></p> <ul style="list-style-type: none"> <li>Students learn to work in research teams in order to develop expertise on a topic.</li> <li>Students learn to grow ideas from their notes, develop main ideas and synthesize information from a variety of texts.</li> </ul> <p><b>Bend 3: Tackling a Second Research Project on a New Weather Subtopic</b></p> <ul style="list-style-type: none"> <li>Students compare and contrast their topics.</li> <li>Students pay attention to patterns and relationships across texts in order to grow a deeper understanding of the topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to write out the evidence to support reasons for their opinion</li> <li>Students learn to write introductions and conclusions for an opinion piece.</li> </ul> <p><b>Bend 3: Personal Essays to Persuasive Essays</b></p> <ul style="list-style-type: none"> <li>Students will take themselves through the process of developing and drafting a persuasive essay, transferring and applying all they have learned in the unit.</li> </ul>
Mentor Texts	<p>National Geographic Kids' <i>Everything Weather</i> by Kathy Furgang  <i>DK Eyewitness: Hurricane and Tornado</i> by Jack Challoner  <i>Hurricanes</i> by Seymour Simon  <a href="#">Phoenix Zoo video clip</a>  <a href="#">Hybrid texts</a>  <a href="#">National Geographic Hurricane Destruction video clip</a>  <a href="#">National Geographic Japanese Earthquake video clip</a>  <a href="#">Tsunami Destroys Building video clip</a>  <a href="#">Droughts Transcript</a>  <a href="#">The Big Thirst</a>  <a href="#">Drought article link</a>  <a href="#">Understanding Droughts article link</a>  <a href="#">Katrina Strikes</a>  <a href="#">Fast-Moving Water</a>  <a href="#">Fire Making with Sticks</a>  <a href="#">US Drought Monitor Link</a>  <a href="#">Drought Rearranges Kingdoms</a></p>	None
Wisconsin Standards for English Language Arts		
	<p>Reading Units of Study  <b>Reading the Weather, Reading the World: Purposeful Reading of Nonfiction</b></p>	<p>Writing Units of Study  <b>Boxes and Bullets: Personal and Persuasive Essays</b></p>
Strand: Reading K-5	R.4.2, R.4.4, R.4.7, R.4.8, R.4.9	None
Strand: Speaking and Listening K-5	SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5	SL.4.1, SL.4.3, SL.4.4

Strand: Language K-5	L.4.2, L.4.3, L.4.4	L.4.1, L.4.3, L.4.4, L.4.5, L.4.6
Strand: Writing Standards K-5	W.4.2, W.4.4, W.4.7, W.4.8, W.4.9	W.4.1, W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8

<b>Fourth Grade Reading and Writing Units of Study Unit 3</b>		
	Reading Units of Study <b>Reading History: The American Revolution</b>	Writing Units of Study <b>Bringing History to Life</b>
In this unit...	Students read to learn about the American Revolution.	Students use what they are learning about the American Revolution in reading to write informational pieces about what they know about that part of history.
Unit GOAL The goal is to...	The goal is to research a time in history, prepare for a debate and engage in another cycle of research.	The goal is to write informational books to tackle historical research in which students collect evidence and use details to describe people and events from history.
GOALS by BEND	<p><b>Bend 1: Researching History</b></p> <ul style="list-style-type: none"> <li>Students are reminded of all the nonfiction skills introduced in the weather unit and apply it to reading about history, such as main idea, note taking, synthesizing and summarizing work.</li> <li>Students develop strategies for reading primary sources.</li> </ul> <p><b>Bend 2: Preparing for Debate</b></p> <ul style="list-style-type: none"> <li>Students learn that one perspective is never the whole story and understand point of view to uncover important details and facts to angle evidence and fit an argument.</li> <li>Students become delegates to the Congress, debating the question, "Should the colonies become independent from Great Britain?"</li> </ul> <p><b>Bend 3: Engaging in a Second Cycle of Research</b></p> <ul style="list-style-type: none"> <li>Students engage in a focused investigation of a new subtopic of the American Revolution, with an opportunity to restart the process they learned earlier in the unit but with more independence.</li> </ul>	<p><b>Bend 1: Writing Informational Books</b></p> <ul style="list-style-type: none"> <li>Students plan the structure of their writing, using all they know about essay writing.</li> <li>Students elaborate by choosing details that let people picture what happened long ago.</li> </ul> <p><b>Bend 2: Writing with Greater Independence</b></p> <ul style="list-style-type: none"> <li>Students narrow in subtopics of their choice, continuing to make logical choices about the structure of their writing and increasing their knowledge and use of transition words.</li> <li>Students learn how to present important information through the use of historical details, text features and quotations.</li> </ul> <p><b>Bend 3: Building Ideas in Informational Writing</b></p> <ul style="list-style-type: none"> <li>Students develop historical interpretations by considering themes, lessons and different points of view</li> <li>Students spend time editing their writing before publication.</li> </ul>
Mentor Texts	<i>Liberty</i> by Lucille Recht Penner and David Wenzel	<i>Liberty</i> by Lucille Recht Penner and David Wenzel

	<i>King George-What's His Problem</i> by Steve Sheinkin and Tim Robinson <i>A Split History of the American Revolution</i> by Michael Burgan <i>The Revolutionary War</i> by Josh Gregory <i>Revolution News: Power to the People!</i> by Christopher Maynard <i>The American Revolutionaries</i> by Milton Meltzer	<i>The Revolutionary War</i> by Josh Gregory
Wisconsin Standards for English Language Arts		
	Reading Units of Study <b>Reading History: The American Revolution</b>	Writing Units of Study <b>Bringing History to Life</b>
Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7, R.4.8, R.4.9	R.4.1, R.4.2, R.4.3, R.4.5, R.4.8, R.4.9, R.5.1
Strand: Speaking and Listening K-5	SL.4.1, SL.4.2, SL.4.3, SL.4.4	SL.4.1, SL.4.2, SL.4.4, SL.4.5
Strand: Language K-5	L.4.2, L.4.3, L.4.4	L.4.1, L.4.2, L.4.4, L.4.5, L.4.6, L.5.6
Strand: Writing Standards K-5	W.4.2, W.4.7, W.4.8, W.4.9	W.4.1, W.4.2, W.4.5, W.4.7, W.4.8, W.4.9, W.5.2

Fourth Grade Reading and Writing Units of Study Unit 4		
	Reading Units of Study <b>Historical Fiction Clubs</b>	Writing Units of Study <b>Historical Fiction Small Moments Narratives</b>
In this unit...	Readers participate in book clubs to develop ideas about characters, determine themes, infer within the text, compare and contrast texts, synthesize across texts and talk and write about reading.	Writers create a narrative story that has realistic and historical details, focuses on a small problem/small moment and where the setting matches the time period.
Unit GOAL The goal is to...	The goal is to tackle complex texts, interpret complex texts and then think about how fiction reading can help us understand history.	The goal is to develop story ideas that bring out historical accuracy and meaning.
GOALS by BEND	<b>Bend 1: Tackling Complex Texts</b> <ul style="list-style-type: none"> <li>Students construct a sense of the setting and mood</li> <li>Students synthesize the historical setting with the plot line</li> <li>Students understand the thoughts and decisions are shaped by the time period</li> </ul> <b>Bend 2: Interpreting Complex Texts</b> <ul style="list-style-type: none"> <li>Students grow and revise ideas and</li> </ul>	<b>Bend 1: Draw upon all students know about strong narrative writing to develop possible historical fiction seed ideas</b> <ul style="list-style-type: none"> <li>Student learn strategies for collecting and developing possible historical fiction ideas</li> <li>Students spend time planning and rehearsing to set them up for drafting</li> </ul> <b>Bend 2: Choose a seed idea to develop within their notebooks, and then to draft and revise</b>



	<p>pay attention to small details to support their ideas</p> <ul style="list-style-type: none"> <li>Students develop and track themes across a text and across a time period</li> <li>Students pay attention to the roles of the minor characters</li> </ul> <p><b>Bend 3: The Intersection of Historical Fiction and History</b></p> <ul style="list-style-type: none"> <li>Students read relevant nonfiction texts to deepen their understanding of an unfamiliar era</li> <li>Students study perspective and powers</li> </ul>	<p><b>outside of their notebooks</b></p> <ul style="list-style-type: none"> <li>Students use timelines and storybooks to try out different ways their stories might go</li> <li>Students begin drafting with narrative craft and historical accuracy and detail</li> <li>Students learn a variety of strategies to revise and edit</li> </ul>
Mentor Texts	<p><i>Rose Blanche</i> by Roberto Innocenti  <i>Number the Stars</i> by Lois Lowry  <i>Making Bombs for Hitler</i> by Marsha Skrypuch  <i>Yellow Star</i> by Jennifer Roy  <i>The Yellow Star: The Legend of King Christian X of Denmark</i> by Carmen Agra Deedy</p>	<p><i>The Fighting Ground</i> by Avi  <i>Something Upstairs</i> by Avi  <i>Number the Stars</i> by Lois Lowry  <a href="#">The Babe and I</a> by David Adler and <a href="#">The Bat Boy and His Violin</a> by Gavin Curtis  <i>Toliver's Secret</i> by Esther Brady  <i>The Keeping Room</i> by Anna Myers  <a href="#">Paul Revere Heritage Project</a>  <a href="#">School House Rock Shot Heard Round the World</a>  <a href="#">America Rock</a></p>

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Historical Fiction Clubs</b>	Writing Units of Study <b>Historical Fiction Small Moments Narratives</b>
Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7, R.4.9	R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.6, R.4.7, R.4.9
Strand: Speaking and Listening K-5	SL.4.1, SL.4.2, SL.4.4	SL.4.1
Strand: Language K-5	L.4.4	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6
Strand: Writing Standards K-5	W.4.9	W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9

### Fourth Grade Reading and Writing Units of Study Unit 5

	Reading Units of Study <b>Detail and Synthesis</b>	Writing Units of Study <b>Literary Essay</b>
In this unit...	Students develop themes with greater independence, cite text evidence to back up ideas, elaborate on details and analyze parts of a story in relation to the whole.	Students are taught the value of close reading and to write about the stories they are reading.

Unit GOAL The goal is to...	The goal is to read with high volume, and move up levels of text complexity, while also working on strengthening the skills of inference and interpretation.	The goal is to understand the structure of an essay, using a thesis statement and evidence and then writing compare and contrast essays.
GOALS by BEND	<p><b>Bend 1: Growing bigger ideas about characters</b></p> <ul style="list-style-type: none"> <li>• Students work on tracking multiple ideas across a text.</li> <li>• Students learn to talk deeply.</li> <li>• Students grow ideas about characters by studying character traits, relationships, how they change over time and how the setting is connected to their character ideas.</li> </ul> <p><b>Bend 2: Finding and tracking themes across a story</b></p> <ul style="list-style-type: none"> <li>• Students read to develop themes and track their theme ideas across a text.</li> <li>• Students pay attention to character struggles, patterns of behaviors and interactions with minor characters.</li> <li>• When discussing and writing about theme ideas, students learn to think in essay structure with evidence (key scenes and parts that develop theme).</li> </ul> <p><b>Bend 3: Comparing and contrasting theme across texts</b></p> <ul style="list-style-type: none"> <li>• Students compare and contrast how characters respond to problems, issues or situations.</li> <li>• Students study how similar themes are developed in slightly different ways.</li> <li>• Students compare and contrast point of view and lessons learned from books.</li> </ul>	<p><b>Bend 1: Writing about Reading: Literary Essay</b></p> <ul style="list-style-type: none"> <li>• Students learn to write structured essays with support claims and analyze, unpack and incorporate evidence on a short text</li> <li>• Students focus on arguing for ideas about characters while carrying forward what they have been taught about planning and drafting a boxes-and-bullets essay.</li> </ul> <p><b>Bend 2: Raising the Quality of Literary Essays</b></p> <ul style="list-style-type: none"> <li>• Students repeat the cycle of essay writing with a focus on more interpretive and analytic work.</li> <li>• Students learn new ways of structuring an essay and a more refined way to mine a text for evidence.</li> </ul> <p><b>Bend 3: Writing Compare-and-Contrast Essays</b></p> <ul style="list-style-type: none"> <li>• Students learn to write in order to analyze the similarities and differences of two texts.</li> <li>• Students learn to structure a compare and contrast essay and to cite evidence from two texts.</li> </ul>
Mentor Texts	<i>Piper</i> (Pixar short film) <i>Hot Day on Abbott Avenue</i> by Karen English <i>Fox</i> by Margaret Wild <i>Tiger Rising</i> by Kate Dicamillo <i>Nubs: The True Story of a Mutt, a Marine and a Miracle</i> by Brian Dennis, Kirby Larson, and Mary Nethery	<i>Hot Day on Abbott Avenue</i> by Karen English <i>Fox</i> by Margaret Wild <i>Tiger Rising</i> by Kate Dicamillo <i>Nubs: The True Story of a Mutt, a Marine and a Miracle</i> by Brian Dennis, Kirby Larson, and Mary Nethery
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Detail and Synthesis</b>	Writing Units of Study <b>Literary Essay</b>
Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.6, R.4.8	R.4.1, R.4.2, R.4.3, R.4.4., R.4.9, R.5.1
Strand: Speaking and	SL.4.1, SL.4.2	SL.4.1, SL.4.3

Listening K-5		
Strand: Language K-5	L.4.5, L.4.6	L.4.1, L.4.3, L.4.4, L.4.5, L.4.6
Strand: Writing Standards K-5	W.4.8, W.4.9	W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9

<b>Fourth Grade Reading and Writing Units of Study Unit 6</b>		
	Reading Units of Study <b>Reading Graphic Novels: A Mini Unit</b>	Writing Units of Study <b>Graphic Novels: Writing in Picture</b>
In this unit...	Readers learn the nuances of graphic novels.	Writers use all they know about narrative craft and graphic novels to draft and revise in pictures as well as words.
Unit GOAL The goal is to...	The goal is to explore graphic novels.	The goal is to develop the narrative techniques, while consider plot, pacing, craft, and elaboration in a new format.
GOALS by BEND	<p><b>Bend 1: Studying what makes graphic novels similar and different to other novels</b></p> <ul style="list-style-type: none"> <li>Students learn the text features and how the pictures in graphic novels tell the story.</li> <li>Students develop interpretations about characters, plot, setting and themes in graphic novels just as in other novels.</li> </ul>	<p><b>Bend 1: Transferring Everything Learned about Narrative Writing to a New Type of Medium: Graphic Novels</b></p> <ul style="list-style-type: none"> <li>Students generate several story ideas and plot out one of those ideas across a bookmap.</li> <li>Students plan out the panel layout for each page of their book.</li> <li>Students learn basic cartooning moves</li> <li>Students revise their plot and their art to make their books clear to the reader.</li> </ul> <p><b>Bend 2: Using Special Techniques to Create a Second Graphic Novel</b></p> <ul style="list-style-type: none"> <li>Students go through the writing process to create a second, more sophisticated graphic novel.</li> <li>Students learn ways to control the reader's eye, to slow the story down and to play with perspective.</li> </ul>
Mentor Texts	<p><i>Cici: Believe Your Eyes</i> by Corey Doerrfeld and Tyler Page  <i>Cici: Truth in Sight</i> by Corey Doerrfeld and Tyler Page  <i>Stinky</i> by Eleanor Davis</p>	<i>Stinky</i> by Eleanor Davis
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Reading Graphic Novels: A Mini Unit</b>	Writing Units of Study <b>Graphic Novels: Writing in Picture</b>

Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.4, R.4.5, R.4.7, R.4.9	None
Strand: Speaking and Listening K-5	SL.4.1, SL.4.2	SL.4.1, SL.4.5
Strand: Language K-5	L.4.2, L.4.3, L.4.4	L.4.1, L.4.3, L.4.5, L.4.6
Strand: Writing Standards K-5	W.4.8, W.4.9	W.4.1, W.4.2, W.4.3, W.4.4, W.4.5

<b>Fourth Grade Reading and Writing Units of Study Unit 7</b>	
	Reading Units of Study <b>Power and Perspective</b>
In this unit...	Students read through different lenses to think more critically about parts of a text.
Unit GOAL The goal is to...	The goal is to experience what it can mean to read a text with the specific lenses of power and perspective in order to read critically
GOALS by BEND	<p><b>Bend 1: Reading with the Lens of Power</b></p> <ul style="list-style-type: none"> <li>Students gather text details about characters who have more or less power or are gaining or losing power and developing ideas about why.</li> <li>Students engage in club conversation to think deeply about texts.</li> </ul> <p><b>Bend 2: Reading with the Lens of Perspective</b></p> <ul style="list-style-type: none"> <li>Students learn they can read through the lens of perspective, which can help understand the characters more deeply and the author's choices.</li> <li>Students learn they can view texts through other lenses as well (character, motivations, relationships, setting, tone, mood, etc.).</li> </ul> <p><b>Bend 3: Bringing Critical Literacy Lenses of Power and Perspective to Any Text</b></p> <ul style="list-style-type: none"> <li>Students learn to use the lenses of power and perspective to think more about the world in which the story is set.</li> <li>Students learn to question the text.</li> </ul>
Mentor Texts	<p><i>Dreamers</i> by Yuyi Morales  <i>Each Kindness</i> by Jaqueline Woodson  Shorts:  <a href="#">Taking Flight</a>  <a href="#">Spellbound</a>  <a href="#">Fishing with Sam</a> (Not used in minilessons, but an extra one to discuss power if you need!)  Commercials:  <a href="#">Nerf Fest is Here</a>  <a href="#">Nike: What are Girls Made of?</a></p>
<b>Wisconsin Standards for English Language Arts</b>	
	Reading Units of Study

Strand: Reading K-5	R.4.1, R.4.2, R.4.3, R.4.4, R.4.6, R.4.8, R.4.9
Strand: Speaking and Listening K-5	SL.4.1, SL.4.2, SL.4.3
Strand: Language K-5	L.4.1, L.4.2, L.4.3, L.4.4
Strand: Writing Standards K-5	W.4.8, W.4.9

\*See Next Page for Phonics/Word Study and Grammar Instruction

## Phonics/Word Study

Sonday System Essentials is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for grades three through five.

Hartland-Lakeside School District 3-5 Phonics Topics Introduced		
Grade Three	Grade Four	Grade Five
<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</li> <li>d. Read grade-appropriate irregularly spelled words.</li> <li>e. Apply common encoding rules</li> <li>f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).</li> <li>g. Know when to double the final consonant when adding a suffix.</li> </ul> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>e. Use conventional spelling for high frequency words.</li> <li>f. Use conventional spelling for adding suffixes to basic words.</li> <li>g. Use learned syllable patterns and reference materials to solve and write unknown words.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.4.2 Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Spell grade-level words correctly using reference materials to solve words as needed.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> <p>L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> <li>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> </ul> <p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</li> </ul>
<b>TRIMESTER ONE</b>		
<p><b>Phonics</b> (E3 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>● Short vowels, ay, ee, sh, s blends, l blends, r blends</li> <li>● ch, th, qu, fszl, -ck, VCe</li> <li>● End blends -st, -nd, -nt, -mp, -sk, -ft, -lt, -lk, -sp, -ct,</li> </ul>	<p><b>Phonics</b> (E4 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>● Syllable Types: Closed, Open, Vowel Pair, R Controlled, Cle; Syllable Division Patterns: vccv, vcv, vcccv</li> <li>● ow, oi, oy, all, fszl, -ck. Syllable Div. Patterns:</li> </ul>	<p><b>Phonics</b> (E5 Sonday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>● Schwa sound; Syllabic consonants; Accents; Suffix: -ity</li> <li>● Suffixes: -ent, -ant; Scribal o; Two-Syllable</li> </ul>

<ul style="list-style-type: none"> <li>-ng, -nk</li> <li>Compound words, y, e, o, ar, -s, -es</li> <li>oo, or, all, oy, oi</li> <li>Syllable Types: Closed, Open, Silent E. Syllable Division Patterns: vccv, v/cv, vc/v</li> <li>wh, er, ow</li> <li>ing, -er, oo</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p>prefix/base, base/suffix</p> <ul style="list-style-type: none"> <li>-ch, -tch, -dge, soft g. Suffixes: -et, -en, -ic</li> <li>soft c, aw, oa, ea (long e) ear, ir as /er/</li> <li>ew, ai, ou, igh, ea (bread), ear (earth), -ind, -ild, -old, -ost</li> <li>ur. Suffixes: -tion, -able. Roots: tract, ject</li> <li>Doubling rule. Suffixes: -ous, -al</li> <li>E Rule, drop e. E Rule, keep e</li> </ul>	<p>Doubling Rule, Y Rule</p> <ul style="list-style-type: none"> <li>Soft c and g; Accent Patterns</li> <li>Sounds: tu/ture, du, su/sure; Suffixes: -ar, -or; Prefix: com-</li> <li>Prefixes: con-, col-, cor-, co-</li> <li>Roots: duc/duct/duce, fer, vert/vers; Prefixes: im-, in-</li> <li>Prefixes: il-, ir-, ig-</li> <li>Roots: reg/rect, lumin/luc(e)/lus(e), lude/lus(e); Prefixes: e-, ex-, em-</li> </ul>
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**TRIMESTER TWO**

Grade Three	Grade Four	Grade Five
<p>(E2 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>tch, ch, soft c, -dge, soft c, soft g</li> <li>oa, ear, aw</li> <li>ai, ir, scr, shr, spl, spr, squ, str, thr</li> <li>igh, ea, ew</li> <li>ou, Syllable Types: Vowel Pair. Syllable Division Pattern: vcccv</li> <li>Syllable Type: R. Syllable Division Pattern: Base/Suffix</li> <li>Prefixes: in-, re-, a-, un-, de-. Syllable Division Pattern: Prefix/Base</li> <li>Prefixes: be-, ex-, e-</li> <li>Suffixes: -ed as /ed/, /d/, /t/</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>au, ey. Suffixes: -ive, -age</li> <li>ph. Roots: graph, photo, phono, sphere</li> <li>ue. Syllable Division Pattern: v/v</li> <li>Suffix: -sion. Roots: mis/miss, cuss, press, pel/puls, gress</li> <li>Suffix: -sion. Roots: clud/clus, fus, vis/vid</li> <li>Y Rule</li> <li>Y Rule - plural, ie</li> <li>ie /ee/</li> <li>ei /ee/. Roots: cap/cept/ceit/ceive</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>Prefixes: en-, ef-; Root: fort/force</li> <li>Prefixes: ab-, ad-, ac-, af-, al-, as-</li> <li>Prefixes: an-, ar-, ap-, at-</li> <li>Roots: nunci/nounce, sume/sump. Prefixes: sub-, suc-, suf-, sug-</li> <li>Prefixes: sum-, sup-, sur-, sus-</li> <li>Prefix: se-. Roots: cede/cess/ceed, fect/fic, sequ/secut; Prefix: ob-</li> <li>Prefixes: of-, oc-, op-</li> <li>Roots: pon(e)/pos(e), claim/clam, fix; Prefixes: syl-, sym-</li> <li>Prefixes: syn-, sys-. Roots: meter/mettr, pute</li> </ul>

**TRIMESTER THREE**

Grade Three	Grade four	Grade Five
<p><b>Phonics</b> (E2 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>Suffixes: -y, -ly; Syllable Type and Division Pattern: -Cle</li> <li>ur, -ind, -ild, -old, -ost</li> <li>ea (bread), ear (earth)</li> <li>Contractions: is/has/are groups, Doubling Rule</li> <li>Doubling Rules</li> <li>Prefixes: dis-, com-, con-, en</li> <li>Contractions: not group, Prefixes: pre-, pro-, per-, sub</li> <li>E Rules, Syllable Division Pattern: v/v, Suffix: -ful</li> <li>Contractions: has/us groups, Suffixes: -tion, -less</li> </ul>	<p><b>Phonics</b> (E4 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>ei, igh /long a/</li> <li>war, wor</li> <li>wa, qua</li> <li>augh, ough</li> <li>kn, wr</li> <li>gn, mb</li> <li>-stle, ch /k/</li> <li>Roots: chrome, chron, tech, arch</li> <li>Prefixes: for-, fore-</li> <li>Prefixes: over-, with-, auto-</li> <li>Prefixes: para-, tele-</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>Prefixes: uni-, mono-, bi-, di-, tri-</li> <li>Prefixes: dec-/deci-; Roots: numer, cycl/cyclo</li> <li>Prefixes: poly-, multi-, cent-, semi-; Roots: vict/vince</li> <li>Roots: causa/cuse, cur; Suffixes: -ism, -an</li> <li>Connective i suffixes: -ion, -ia, -ian, -ious, -ior</li> <li>Roots: dem, cid(e)/cis(e), fid(e)/feder</li> <li>Connective i suffixes: -ium, -iac, -ial, -iant, -iance, -ient, -ience</li> <li>Roots: medi, flex/flect, here/hes(e)</li> <li>Suffixes: -cial, -tial, -cious, -tious, -tient/-tience</li> </ul>

<ul style="list-style-type: none"> <li>• Suffixes: -ness, -ment; E Rule</li> <li>• Contractions: have group, Suffixes: -ic, -et, -en</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>		<ul style="list-style-type: none"> <li>• Suffixes: -cient/-cience, -cian, -tian; Roots: lect/leg</li> <li>• Suffixes: -sia, -tia, -cia; Roots: dent/dont; Suffix: -ine /in/</li> </ul>
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## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author’s purpose and craft. Below is the scope and sequence for grades four and five. .

### Hartland-Lakeside School District Grades 4 & 5 Grammar Topics Introduced

Grade Four	Grade Five
<p><b>Wisconsin Model Early Learning Standards Conventions of Standardized English</b></p> <p>L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Relative pronouns and adverbs.</li> <li>Prepositional phrases.</li> <li>Order of adjectives.</li> <li>Adjectives, adverbs, and conjunctions.</li> <li>Compound and complex sentences.</li> <li>Easily confused words (e.g., to, too, two).</li> </ol> <p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Capitalization.</li> <li>Commas and quotation marks for quotations.</li> <li>Commas in compound sentences.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English</b></p> <p>L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Conjunctions.</li> <li>Verb tenses.</li> <li>Correlative conjunctions.</li> <li>Use of “they” and “their” when referring to singular people or ideas.</li> </ol> <p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Commas (introductory elements, and elements that need to be set off like a question or direct address).</li> <li>Italics, underlining, quotes with titles.</li> </ol>
<p><b>Author’s Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>• Form and use prepositional phrases</li> </ul>	<p><b>Author’s Purpose and Craft of Initials and More</b></p> <ul style="list-style-type: none"> <li>• Capitalization of abbreviations, initials, acronyms and organizations</li> </ul>



<p><b>Author's Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>● Compose complete simple sentences</li> <li>● Use coordinating conjunctions to form compound subjects</li> <li>● Use coordinating conjunctions to form compound predicates</li> <li>● Use a comma and an <i>and</i> to form compound sentences</li> <li>● Use a comma and one of the FANBOYS to join sentences</li> </ul>	<p><b>Author's Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use subordinating conjunctions for form complex sentences</li> <li>● Use a comma to separate an introductory element from the rest of the sentence</li> </ul>
<p><b>Author's Purpose and Craft of Adverbs</b></p> <ul style="list-style-type: none"> <li>● Use adverbs to convey frequency</li> <li>● Use adverbs to convey degree</li> </ul>	<p><b>Author's Purpose and Craft of Time and Action</b></p> <ul style="list-style-type: none"> <li>● Use irregular verbs in the past tense</li> <li>● Use verb tense to convey various times, sequences, states, and conditions</li> <li>● Recognize and correct inappropriate shifts in verb tense</li> <li>● Form and use verbs in the perfect tense</li> </ul>
<p><b>Author's Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use subordinating conjunctions to form complex sentences</li> <li>● Produce complete sentences, avoiding splices, fragments, and run-ons</li> </ul>	<p><b>Author's Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>● Explain the function of and use prepositions and prepositional phrases</li> </ul>
<p><b>Relative pronouns, commas and quotation marks for quotations, order of adjectives, and easily confused words</b>  Taught in Writing Units of Study: The Arc of Story and Historical Fiction Small Moments</p>	<p><b>Author's Purpose and Craft of Interjections</b></p> <ul style="list-style-type: none"> <li>● Use and understand interjections</li> <li>● Use commas to set off interrupters</li> </ul>
	<p><b>Author's Purpose and Craft of Conjunctive Adverbs</b></p> <ul style="list-style-type: none"> <li>● Use conjunctive adverbs to transition between ideas</li> <li>● Use a comma after a conjunctive adverb</li> </ul>
	<p><b>Verb tenses and Use of "they" and "their" when referring to singular people or ideas</b>  Taught in Writing Units of Study: Narrative Craft and Fantasy Writing</p>



## District Literacy Curriculum - Grade Five

### Grade Five Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study K-5 Writing are developed by the Teachers College Reading and Writing Project. Each of the K-5 grade levels progress through 6-8 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our systematic phonics program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

<b>Fifth Grade Reading and Writing Units of Study Unit 1</b>		
	Reading Units of Study <b>Interpretation Book Clubs</b>	Writing Units of Study <b>Narrative Craft</b>
In this unit...	Readers will learn how to write about their reading, how to interpret literature, and how to participate in a book club.	Students write two personal narratives with a focus on elaboration (details and description).
Unit GOAL The goal is to...	The goal is to develop writing about reading with voice and investments while raising the level of talking about literature.	The goal is to generate personal narratives by moving through the writing process and learning from mentor texts.
GOALS by BEND	<p><b>Bend 1: Write About Reading with Investment</b></p> <ul style="list-style-type: none"> <li>Students learn to use their reading notebooks with purpose and voice.</li> <li>Students learn to switch between big general ideas, specific concrete details, and to use literary language when writing and talking about literature.</li> <li>Students learn to rank, sort, select, combine and categorize their ideas.</li> </ul> <p><b>Bend 2: Raise the Level of Writing and Talking about Literature</b></p> <ul style="list-style-type: none"> <li>Students study the skills and strategies of interpretation while reading.</li> <li>Students identify the themes that thread through their books by linking ideas and building larger theories.</li> <li>Students study effective book clubs and reflect on themselves as clubs.</li> </ul> <p><b>Bend 3: Studying Themes in Literature</b></p>	<p><b>Bend 1: Generate Personal Narrative Ideas</b></p> <ul style="list-style-type: none"> <li>Students learn new strategies for generating narrative writing.</li> <li>Students write by emphasizing the importance of meaning.</li> </ul> <p><b>Bend 2: Move Through the Writing Process: Rehearsing, Drafting, Revising and Editing</b></p> <ul style="list-style-type: none"> <li>Students choose a seed idea to take through the writing process.</li> <li>Students review and learn narrative craft techniques in order to elaborate.</li> </ul> <p><b>Bend 3: Draw on all They Have Learned Earlier to Write Another Personal Narrative with More Independence</b></p> <ul style="list-style-type: none"> <li>Students write another personal narrative with more independence.</li> <li>Students annotate and analyze mentor texts to emulate the craft moves of a published author.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students learn how to compare and contrast the ways in which themes are developed across texts.</li> <li>• Students learn techniques for analyzing the different ways a single theme might be developed differently in different texts.</li> <li>• Students analyze the ways authors use specific techniques to achieve goals.</li> <li>• Students learn to connect theme and craft when reading literature.</li> </ul>	
Mentor Texts	<i>Home of the Brave</i> by Katherine Applegate <i>Fly Away Home</i> by Eve Bunting <i>Miscalculations of Lightning Girl</i> by Stacy McAnulty <i>Crenshaw</i> by Katherine Applegate <i>Sun and Spoon</i> by Kevin Henkes	<i>Eleven</i> by Sandra Cisneros <i>Papa Who Wakes up Tired in the Dark</i> by Sandra Cisneros (From the novel <i>The House on Mango Street</i> ) Excerpt from <i>Childtimes</i> by Eloise Greenfield Excerpt from <i>Peter's Chair</i> by Ezra Jack Keats The last line in <i>Charlotte's Web</i> by E.B. White
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Interpretation Book Clubs</b>	Writing Units of Study <b>Narrative Craft</b>
Strand: Reading K-5	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7	R.5.1, R.5.4, R.5.5, R.5.6
Strand: Speaking and Listening K-5	SL.5.1, SL.5.2, SL.5.4	SL.5.1, SL.5.4
Strand: Language K-5	L.5.3, L.5.4	L.5.1, L.5.3, L.5.5, L.5.6
Strand: Writing Standards K-5	W.5.2, W.5.4, W.5.5, W.5.9	W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9

<b>Fifth Grade Reading and Writing Units of Study Unit 2</b>		
	Reading Units of Study <b>Tackling Complexity</b>	Writing Units of Study <b>Literary Essay: Opening Texts and Seeing More</b>
In this unit...	Readers learn the challenges of reading nonfiction texts and then learn skills and strategies to rely on when meeting these challenges.	Writers learn to read analytically and then write to develop claims across a variety of texts.
Unit GOAL The goal is to...	The goal is to determine complex ideas when reading and applying knowledge about nonfiction reading to inquiry projects.	The goal is to read analytically and then write to develop a thesis statement and a literary essay with a clear structure.
GOALS by BEND	<b>Bend 1: Working with Text Complexity</b>	<b>Bend 1: Crafting a Literary Essay Around a</b>

	<ul style="list-style-type: none"> <li>• Students study what makes nonfiction challenging such as: texts tend not to contain supportive headings and subheadings, pop out sentences do not highlight main ideas and new vocabulary words don't come with explicit definitions.</li> <li>• Students learn skills and strategies to tackle nonfiction texts, such as chunking the texts into parts.</li> <li>• Students learn to read nonfiction more analytically, thinking about the relationship between parts and the whole.</li> <li>• Students learn to summarize, crafting concise versions of the text's main ideas and key supporting details.</li> </ul> <p><b>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</b></p> <ul style="list-style-type: none"> <li>• Students choose one topic to research.</li> <li>• Students learn nonfiction note taking skills.</li> <li>• Students learn to question what they read.</li> <li>• Students synthesize information across different texts.</li> </ul>	<p><b>Shared Text</b></p> <ul style="list-style-type: none"> <li>• Students write a literary essay in which they develop and support a claim about a character or theme around a shared text.</li> <li>• Students learn to notice details and write to grow ideas from small details.</li> <li>• Students are introduced to several thesis templates to build a structured essay.</li> <li>• Students learn to craft mini stories, angled to highlight key points.</li> </ul> <p><b>Bend 2: Lifting the Level of Interpretive Essay</b></p> <ul style="list-style-type: none"> <li>• Students write a second literary essay of a self-selected short story.</li> <li>• Students decide what thesis template they will use to build their structured essay.</li> <li>• Students revise their thesis statement to make it stronger.</li> <li>• Students find and rank quotes that best fit their claims.</li> <li>• Students strengthen their introduction and conclusions.</li> </ul> <p><b>Bend 3: Writing for Transfer by Carrying What You Know about a Literary Essay to Write an Opinion Essay</b></p> <ul style="list-style-type: none"> <li>• Students transfer all they know about crafting powerful literary essays to write an opinion essay.</li> <li>• Students consider how to logically order their supports and evidence.</li> <li>• Students analyze their own writing next to a checklist and determine their personal writing goals.</li> </ul>
Mentor Texts	<p><i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> by Rebecca Johnson  <i>Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean</i> by Bradley Hague  <a href="#">Ready New York City: NYC in an Emergency</a>  <a href="#">Lessons from the Deep</a>  <a href="#">Hagfish Slime for Fabric article</a></p>	<p><a href="#">Panyee Football Club Video</a> and <a href="#">transcript</a>  <i>Little Red Riding Hood</i>  <i>Shells</i> by Cynthia Rylant  <i>Every Living Thing</i> by Cynthia Rylant</p>
Starter Text Sets	None	<p><i>Marble Champ</i> by Gary Soto  <i>One Green Apple</i> by Eve Bunting  <i>Freedom Summer</i> by Deborah Wiles  <i>Tyrone the Horrible</i> by Hans Wilhelm</p>
<b>Wisconsin Standards for English Language Arts</b>		
	<p>Reading Units of Study  <b>Tackling Complexity</b></p>	<p>Writing Units of Study  <b>Literary Essay: Opening Texts and Seeing More</b></p>

Strand: Reading K-5	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7, R.5.9	R.5.1, R.5.2, R.5.3, R.5.5
Strand: Speaking and Listening K-5	SL.5.2, SL.5.3, SL.5.4, SL.5.5	SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5
Strand: Language K-5	L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	L.5.1, L.5.3, L.5.4, L.5.5, L.5.6
Strand: Writing Standards K-5	W.5.1, W.5.5, W.5.7, W.5.8, W.5.9	W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9

**Fifth Grade Reading and Writing Units of Study  
Unit 3**

	Reading Units of Study <b>Fantasy Book Clubs: The Magic of Themes and Symbols</b>	Writing Units of Study <b>The Lens of History</b>
In this unit...	Students read fantasy novels, which teach students how to deal with complexity.	Students write focused research reports that teach and engage readers.
Unit GOAL The goal is to...	The goal is to construct and navigate other worlds, while thinking about metaphors and life lessons.	The goal is to research a time in history and then write informational texts.
GOALS by BEND	<p><b>Bend 1: Constructing and Navigating other Worlds</b></p> <ul style="list-style-type: none"> <li>● Students learn close reading practices and to synthesize across many pages.</li> <li>● Students learn to reread and to keep lists, maps, timelines or turn to ones that may be available in the novel to help with understanding.</li> <li>● Students learn how to make sense of more complicated narratives, including complex places and characters.</li> </ul> <p><b>Bend 2: Metaphors, Life Lessons, Quests and Thematic Patterns</b></p> <ul style="list-style-type: none"> <li>● Students learn metaphorical thinking.</li> <li>● Students learn that quests can be internal and external.</li> <li>● Students compare themes in novels to themes in history.</li> </ul> <p><b>Bend 3: When Fact and Fantasy Collide</b></p> <ul style="list-style-type: none"> <li>● Students learn to research references made in fantasy novels, which will deepen their knowledge base.</li> <li>● Students learn to tackle unfamiliar vocabulary.</li> <li>● Students study symbolism closely.</li> </ul> <p><b>Bend 4: Connecting Fantasy to Other Genres</b></p> <ul style="list-style-type: none"> <li>● Students develop an understanding of</li> </ul>	<p><b>Bend 1: Writing Flash-Drafts about Westward Expansion</b></p> <ul style="list-style-type: none"> <li>● Students write quick drafts of research reports and then revise those reports with various lenses.</li> <li>● Students learn how to make effective choices about structure.</li> </ul> <p><b>Bend 2: Writing Focused Research Reports that Teach and Engage Readers</b></p> <ul style="list-style-type: none"> <li>● Students learn from informational mentor texts how to teach others in an engaging way.</li> <li>● Students learn to make use of primary sources.</li> <li>● Students analyze craft, structure and perspective of mentor texts and then try those out in their own writing.</li> </ul>

	literary traditions. <ul style="list-style-type: none"> <li>• Students study archetypes.</li> <li>• Students actively question the texts.</li> <li>• Students apply all they have learned about reading fantasy to other genres.</li> </ul>	
Mentor Texts	<i>Thief of Always</i> by Clive Barker <i>House with the Clock in Its Walls</i> , by John Bellairs <i>Skulduggery Pleasant</i> by Derek Landy <i>Harry Potter and the Sorcerer's Stone</i> by J.K. Rowling <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis <a href="#">United Airlines. Dragon commercial</a>	<i>Who Settled the West?</i> By Bobbie Kalman <i>They're Off! The Story of the Pony Express</i> by Cheryl Harness <i>Amazing Impossible Erie Canal</i> by Cheryl Harness <i>The Line</i> - a documentary about the <a href="#">Transcontinental Railroad produced by BBC</a>
Starter Text Sets		Magazines from Social Studies Curriculum

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Fantasy Book Clubs: The Magic of Themes and Symbols</b>	Writing Units of Study <b>The Lens of History</b>
Strand: Reading K-5	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7, R.5.9	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7, R.5.9
Strand: Speaking and Listening K-5	SL.5.1, SL.5.4, SL.5.5	SL.5.1, SL.5.2
Strand: Language K-5	L.5.2, L.5.3, L.5.4	L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6
Strand: Writing Standards K-5	W.5.9	W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.6.2

### Fifth Grade Reading and Writing Units of Study Unit 4

	Reading Units of Study <b>Argument and Advocacy</b>	Writing Units of Study <b>Fantasy Narrative Writing</b>
In this unit...	Students learn to read to be informed, to understand an issue before having an opinion, and to listen, summarize and respond.	Students cycle through the process of planning, drafting and revising a fantasy story twice.
Unit GOAL The goal is to...	The goal is to investigate issues and raise the level of research by considering craft and evaluating arguments, and research with more independence.	The goal is to synthesize narrative writing skills.
GOALS by BEND	<b>Bend 1: Investigating Issues</b> <ul style="list-style-type: none"> <li>• Students learn that a good argument has reasons to support it and evidence to back those reasons.</li> <li>• Students learn to analyze a variety of</li> </ul>	<b>Bend 1: Collect Ideas for Fantasy and Develop a Story with Depth, Significance, and Believability</b> <ul style="list-style-type: none"> <li>• Students learn different ways to collect fantasy story ideas by writing many</li> </ul>

	<p>texts.</p> <ul style="list-style-type: none"> <li>• Students summarize their arguments.</li> <li>• Students debate their research.</li> </ul> <p><b>Bend 2: Raising the Level of Research</b></p> <ul style="list-style-type: none"> <li>• Students study the same issue with depth and an analytic lens.</li> <li>• Students develop their own research questions.</li> <li>• Students learn to annotate their texts.</li> <li>• Students analyze the perspective and consider point of view.</li> </ul> <p><b>Bend 3: Researching a New Issue with More Agency</b></p> <ul style="list-style-type: none"> <li>• Students study a new issue.</li> <li>• Students compare and contrast author craft moves.</li> <li>• Students learn how authors write to get readers to feel certain emotions.</li> </ul>	<p>blurbs a day.</p> <ul style="list-style-type: none"> <li>• Students choose one story idea and try out various methods of planning and then commit to one plan.</li> </ul> <p><b>Bend 2: Draft and Revise: Craft a Compelling Fantasy Fiction Story</b></p> <ul style="list-style-type: none"> <li>• Students flash-draft their story idea.</li> <li>• Students learn revisions moves that can raise the quality of their drafts such as showing not telling, stretching out the heart of the story and bringing out deeper meaning through dialogue, actions and internal thinking.</li> <li>• Students self-reflect and set goals using a checklist.</li> </ul> <p><b>Bend 3: Develop, Draft, and Revise a Second Fantasy Short Story</b></p> <ul style="list-style-type: none"> <li>• Students write another fantasy story transferring all they have learned.</li> <li>• Students learn to use published short fantasy stories as mentors to their writing.</li> </ul> <p><b>Bend 4: Edit and Publish: Prepare the Fantasy Story for Readers</b></p> <ul style="list-style-type: none"> <li>• Students choose one story to edit and publish.</li> <li>• Students revise their stories focusing on bringing out the theme or message.</li> <li>• Students edit their stories for publication.</li> </ul>
Mentor Texts	<p>Topic: Chocolate Milk <a href="#">Mentor Texts</a></p> <p>Topic: Homework <a href="#">Mentor Texts</a></p>	<p><i>Merlin and the Dragons</i> by Jane Yolen <i>Stranger in the Mirror</i> by Allen Say <i>Raising Dragons</i> by Jerdine Nolen <i>The Rainbabies</i> by Laura Krauss Melmed</p>
Starter Text Sets	<p><a href="#">Mt. Everest Padlet</a> <a href="#">Space/Underwater Exploration Padlet</a> <a href="#">Sharks Padlet</a> <a href="#">Killer Whales Padlet</a> <a href="#">Plastic Water Bottle Padlet</a> <a href="#">Plastic Bags Padlet</a> <a href="#">Zoos Padlet</a> <a href="#">Extreme Sports Padlet</a></p>	None
Wisconsin Standards for English Language Arts		
	<p>Reading Units of Study <b>Argument and Advocacy</b></p>	<p>Writing Units of Study <b>Fantasy Narrative Writing</b></p>
<p>Strand: Reading K-5 Strand: Reading Foundational</p>	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.8, R.5.9	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7

Skills		
Strand: Speaking and Listening K-5	SL.5.1, SL.5.3, SL.5.4	SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5
Strand: Language K-5	L.5.2, L.5.3, L.5.4, L.5.5, L.5.6	L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6
Strand: Writing Standards K-5	W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.9	W.5.2, W.5.4, W.5.5, W.5.6, W.5.9

<b>Fifth Grade Reading and Writing Units of Study Unit 5</b>		
	Reading Units of Study <b>Social Issue Book Clubs</b>	Writing Units of Study <b>Research-Based Argument Essay</b>
In this unit...	Readers can watch characters deal with issues, and through this, can learn how to deal with challenging issues themselves	Students learn to argue with logic and passion by structuring arguments with claims that are supported by reasons and backed by evidence, suspending judgment, reading critically, note-taking, revising and rethinking
Unit GOAL The goal is to...	The goal is to apply analytical lenses across literature and informational texts	The goal is to establish and support positions, building powerful arguments and writing for real-life purposes and audiences.
GOALS by BEND	<p><b>Bend 1: Reading Between the Lines to Interpret Issues in Texts</b></p> <ul style="list-style-type: none"> <li>Students read looking for problems and injustices that affect characters and communities.</li> <li>Students notice perspectives authors take to explore issues.</li> <li>Students read to learn how different characters deal with problems and what important lessons they can learn.</li> </ul> <p><b>Bend 2: Analyzing the Way Different Authors Address and Craft Similar Issues in Both Literature and Current Events</b></p> <ul style="list-style-type: none"> <li>Students learn to read nonfiction articles side by side with specific lenses.</li> <li>Students develop their own perspectives and questions about issues.</li> <li>Students study authorial perspective and craft.</li> </ul> <p><b>Bend 3: Bringing our Reading Lenses to the World and Making our Thinking More Complex</b></p> <ul style="list-style-type: none"> <li>Students think about how they can talk back to these problems and raise awareness.</li> </ul>	<p><b>Bend 1: Establishing and Supporting Positions</b></p> <ul style="list-style-type: none"> <li>Students research a class topic in order to develop a solid argument.</li> <li>Students read both sides of an issue.</li> <li>Students plan and write.</li> </ul> <p><b>Bend 2: Building Powerful Arguments</b></p> <ul style="list-style-type: none"> <li>Students learn a variety of note-taking systems.</li> <li>Students look across information and evaluate it to decide which pieces of information will best support their claims.</li> <li>Students look for flaws in logic to make their arguments more sound.</li> <li>Students learn about counterclaims when arguing.</li> <li>Students learn to attend to the perspective of their audience.</li> </ul> <p><b>Bend 3: Writing for Real-Life Purpose and Audiences</b></p> <ul style="list-style-type: none"> <li>Students draw on all they know about writing and choose a topic to write an argument essay.</li> <li>Students make plans, outlining the work they need to do to get their essay done.</li> <li>Students learn to carry over narrative writing into their argument writing to</li> </ul>



		help make their point clear to the reader.
Mentor Texts	<i>Remarkable Journey of Coyote Sunrise</i> by Dan Gemeinhart <i>The Witchboy</i> by Molly Ostertag <i>So B. It</i> by Sarah Weeks Save Me a Seat by Gita Varadarajan and Sarah Weeks <i>Masterminds</i> by Gordon Korman	<a href="#">Chocolate Milk</a>
Wisconsin Standards for English Language Arts		
	Reading Units of Study Social Issue Book Clubs	Writing Units of Study Research-Based Argument Essay
Strand: Reading K-5	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9	R.5.1, R.5.2, R.5.4, R.5.5, R.5.6, R.5.8
Strand: Speaking and Listening K-5	SL.5.1, SL.5.4	SL.5.1, SL.5.3, SL.5.4
Strand: Language K-5	L.5.2, L.5.3, L.5.4	L.5.1, L.5.5, L.5.6, L.6.1
Strand: Writing Standards K-5	W.5.4, W.5.9	W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.6.2

Fifth Grade Reading and Writing Units of Study Unit 6		
	Reading Units of Study Poetry	Writing Units of Study Shaping Texts: From Essay and Narrative to Memoir
In this unit...	Readers read poems to notice language and its rhythms and how a few simple words can evoke strong images or strong feelings.	Students write memoirs with structure, moving between narrative and expository writing.
Unit GOAL The goal is to...	The goal is to read a variety of poems with attention to mood, sounds, word choice and images.  The goal is to notice elements and parts of a poem work together to create meaning.  The goal is to read novels with a new appreciation for word choice, figurative language and imagery.	The goal is to generate ideas about our lives and find meaning in those moments, conveying events and experiences precisely through writing.
GOALS by BEND	<b>Bend 1: Discovering Poetry in Poems and Prose</b> <ul style="list-style-type: none"> <li>Students learn poetic devices in prose.</li> <li>Students learn to notice various elements of poetry such as: form, mood, sound, rhythm and wordplay.</li> <li>Students consider how poets play with</li> </ul>	<b>Bend 1: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose</b> <ul style="list-style-type: none"> <li>Students research their lives, collecting entries</li> <li>Students research and reflect on their own experiences</li> <li>Students choose one seed idea to write</li> </ul>

	<p>words, structure and sound to create meaning.</p> <p><b>Bend 2: Reading for Deeper Comprehension</b></p> <ul style="list-style-type: none"> <li>• Students read poems with special attention to meaning.</li> <li>• Students learn to pay attention to the endings of poems to gain insight into its overall meaning.</li> <li>• Students read fiction and transfer their understanding of poetry into their novels.</li> </ul> <p><b>Bend 3: Looking at Life and Literature through the Lens of Poetry</b></p> <ul style="list-style-type: none"> <li>• Students learn to write poetry responses.</li> <li>• Students learn to carry themes and images from their favorite poems into their reading of novels.</li> <li>• Students make connections across poems and other novels.</li> </ul>	<p>their first memoir</p> <p><b>Bend 2: Structuring, Drafting, and Revising a Memoir</b></p> <ul style="list-style-type: none"> <li>• Students choose the writing structure that suits their idea.</li> <li>• Students learn ways to strengthen both the expository and narrative portions of their writing.</li> <li>• Students make meaningful decisions about their writing.</li> </ul> <p><b>Bend 3: Writing a Second Memoir</b></p> <ul style="list-style-type: none"> <li>• Students choose a new idea and write a second memoir.</li> <li>• Students learn to consider language, symbolism, structural choices and perspective.</li> <li>• Students notice craft moves in mentor texts and try those moves out in their own writing.</li> </ul>
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Mentor Texts	<p><i>Hippopotamus</i> by Ogden Nash  <i>Dust of Snow</i> by Robert Frost  <i>The Traveling Onion</i> by Naomi Shihab Nye  <i>Eletelephony</i> by Laura Richards  <i>Homework Stew</i> by Kenn Nesbitt  <i>Valentine for Ernest Mann</i> by Naomi Shihab Nye</p>	<p><i>Eleven</i> by Sandra Cisneros  <i>Last Kiss</i> by Ralph Fletcher  <i>Mr. Entwhistle</i> by Jean Little  <i>Everything Will Be Okay</i> by James Howe  <i>When I Was Your Age</i> by Amy Erlich</p>
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### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Poetry</b>	Writing Units of Study <b>Shaping Texts: From Essay and Narrative to Memoir</b>
Strand: Reading K-5	R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7, R.5.9	R.5.1, R.5.2, R.5.3, R.5.4
Strand: Speaking and Listening K-5	SL.5.1, SL.5.2, SL.5.3	SL.5.1, SL.5.4
Strand: Language K-5	L.5.1, L.5.2, L.5.3, L.5.4	L.5.1, L.5.3, L.5.5, L.5.6
Strand: Writing Standards K-5	W.5.1, W.5.2, W.5.9	W.5.1, W.5.2, W.5.4, W.5.5, W.6.2

## Phonics/Word Study

Sondag System Essentials is the systematic, multisensory phonics instruction used in grades kindergarten through fifth grade. It is based on the Orton-Gillingham method of systematic phonics. Below is the scope and sequence for grades three through five.

Hartland-Lakeside School District 3-5 Phonics Topics Introduced		
Grade Three	Grade Four	Grade Five
<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).</li> <li>d. Read grade-appropriate irregularly spelled words.</li> <li>e. Apply common encoding rules</li> <li>f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).</li> <li>g. Know when to double the final consonant when adding a suffix.</li> </ul> <p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>e. Use conventional spelling for high frequency words.</li> <li>f. Use conventional spelling for adding suffixes to basic words.</li> <li>g. Use learned syllable patterns and reference materials to solve and write unknown words.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.4.2 Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Spell grade-level words correctly using reference materials to solve words as needed.</li> </ul>	<p><b>Wisconsin Standards for English Language Arts</b> <b>READING FOUNDATIONAL SKILLS:</b> RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> <p>L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> <li>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> </ul> <p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>d. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</li> </ul>

TRIMESTER ONE		
<p><b>Phonics</b> (E3 Sunday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Short vowels, ay, ee, sh, s blends, l blends, r blends</li> <li>ch, th, qu, fszl, -ck, VCe</li> <li>End blends -st, -nd, -nt, -mp, -sk, -ft, -lt, -lk, -sp, -ct, -ng, -nk</li> <li>Compound words, y, e, o, ar, -s, -es</li> <li>oo, or, all, oy, oi</li> <li>Syllable Types: Closed, Open, Silent E. Syllable Division Patterns: vccv, v/cv, vc/v</li> <li>wh, er, ow</li> <li>ing, -er, oo</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Syllable Types: Closed, Open, Vowel Pair, R Controlled, Cle; Syllable Division Patterns: vccv, vcv, vcccv</li> <li>ow, oi, oy, all, fszl, -ck. Syllable Div. Patterns: prefix/base, base/suffix</li> <li>-ch, -tch, -dge, soft g. Suffixes: -et, -en, -ic</li> <li>soft c, aw, oa, ea (long e) ear, ir as /er/</li> <li>ew, ai, ou, igh, ea (bread), ear (earth), -ind, -ild, -old, -ost</li> <li>ur. Suffixes: -tion, -able. Roots: tract, ject</li> <li>Doubling rule. Suffixes: -ous, -al</li> <li>E Rule, drop e. E Rule, keep e</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 1-40)</p> <ul style="list-style-type: none"> <li>Schwa sound; Syllabic consonants; Accents; Suffix: -ity</li> <li>Suffixes: -ent, -ant; Scribal o; Two-Syllable Doubling Rule, Y Rule</li> <li>Soft c and g; Accent Patterns</li> <li>Sounds: tu/ture, du, su/sure; Suffixes: -ar, -or; Prefix: com-</li> <li>Prefixes: con-, col-, cor-, co-</li> <li>Roots: duc/duct/duce, fer, vert/vers; Prefixes: im-, in-</li> <li>Prefixes: il-, ir-, ig-</li> <li>Roots: reg/rect, lumin/luc(e)/lus(e), lude/lus(e); Prefixes: e-, ex-, em-</li> </ul>
TRIMESTER TWO		
Grade Three	Grade Four	Grade Five
<p>(E2 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>tch, ch, soft c, -dge, soft c, soft g</li> <li>oa, ear, aw</li> <li>ai, ir, scr, shr, spl, spr, squ, str, thr</li> <li>igh, ea, ew</li> <li>ou, Syllable Types: Vowel Pair. Syllable Division Pattern: vcccv</li> <li>Syllable Type: R. Syllable Division Pattern: Base/Suffix</li> <li>Prefixes: in-, re-, a-, un-, de-. Syllable Division Pattern: Prefix/Base</li> <li>Prefixes: be-, ex-, e-</li> <li>Suffixes: -ed as /ed/, /d/, /t/</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>au, ey. Suffixes: -ive, -age</li> <li>ph. Roots: graph, photo, phono, sphere</li> <li>ue. Syllable Division Pattern: v/v</li> <li>Suffix: -sion. Roots: mis/miss, cuss, press, pel/puls, gress</li> <li>Suffix: -sion. Roots: clud/clus, fus, vis/vid</li> <li>Y Rule</li> <li>Y Rule - plural, ie</li> <li>ie /ee/</li> <li>ei /ee/. Roots: cap/cept/ceit/ceive</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 41-85 )</p> <ul style="list-style-type: none"> <li>Prefixes: en-, ef-; Root: fort/force</li> <li>Prefixes: ab-, ad-, ac-, af-, al-, as-</li> <li>Prefixes: an-, ar-, ap-, at-</li> <li>Roots: nunci/nounce, sume/sump. Prefixes: sub-, suc-, suf-, sug-</li> <li>Prefixes: sum-, sup-, sur-, sus-</li> <li>Prefix: se-. Roots: cede/cess/ceed, fect/fic, sequ/secut; Prefix: ob-</li> <li>Prefixes: of-, oc-, op-</li> <li>Roots: pon(e)/pos(e), claim/clam, fix; Prefixes: syl-, sym-</li> <li>Prefixes: syn-, sys-. Roots: meter/metr, pute</li> </ul>
TRIMESTER THREE		
Grade Three	Grade four	Grade Five

<p><b>Phonics</b> (E2 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>• Suffixes: -y, -ly; Syllable Type and Division Pattern: -Cle</li> <li>• ur, -ind, -ild, -old, -ost</li> <li>• ea (bread), ear (earth)</li> <li>• Contractions: is/has/are groups, Doubling Rule</li> <li>• Doubling Rules</li> <li>• Prefixes: dis-, com-, con-, en</li> <li>• Contractions: not group, Prefixes: pre-, pro-, per-, sub</li> <li>• E Rules, Syllable Division Pattern: v/v, Suffix: -ful</li> <li>• Contractions: has/us groups, Suffixes: -tion, -less</li> <li>• Suffixes: -ness, -ment; E Rule</li> <li>• Contractions: have group, Suffixes: -ic, -et, -en</li> </ul> <p>Reading Snap Words lists A-H Writing Snap Words lists A-H</p>	<p><b>Phonics</b> (E4 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>• ei, eigh /long a/</li> <li>• war, wor</li> <li>• wa, qua</li> <li>• augh, ough</li> <li>• kn, wr</li> <li>• gn, mb</li> <li>• -stle, ch /k/</li> <li>• Roots: chrome, chron, tech, arch</li> <li>• Prefixes: for-, fore-</li> <li>• Prefixes: over-, with-, auto-</li> <li>• Prefixes: para-, tele-</li> </ul>	<p><b>Phonics</b> (E5 Sunday Lessons 86-140)</p> <ul style="list-style-type: none"> <li>• Prefixes: uni-, mono-, bi-, di-, tri-</li> <li>• Prefixes: dec-/deci-; Roots: numer, cycl/cyclo</li> <li>• Prefixes: poly-, multi-, cent-, semi-; Roots: vict/vince</li> <li>• Roots: causa/cuse, cur; Suffixes: -ism, -an</li> <li>• Connective i suffixes: -ion, -ia, -ian, -ious, -ior</li> <li>• Roots: dem, cid(e)/cis(e), fid(e)/feder</li> <li>• Connective i suffixes: -ium, -iac, -ial, -iant, -iance, -ient, -ience</li> <li>• Roots: medi, flex/flect, here/hes(e)</li> <li>• Suffixes: -cial, -tial, -cious, -tious, -tient/-tience</li> <li>• Suffixes: -cient/-cience, -cian, -tian; Roots: lect/leg</li> <li>• Suffixes: -sia, -tia, -cia; Roots: dent/dont; Suffix: -ine /in/</li> </ul>
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Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author’s purpose and craft. Below is the scope and sequence for grades four and five. .

Hartland-Lakeside School District  
Grades 4 & 5 Grammar Topics Introduced

Grade Four	Grade Five
<p><b>Wisconsin Model Early Learning Standards Conventions of Standardized English</b></p> <p>L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Relative pronouns and adverbs.</li> <li>Prepositional phrases.</li> </ol>	<p><b>Wisconsin Standards for English Language Arts Conventions of Standardized English</b></p> <p>L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Conjunctions.</li> <li>Verb tenses.</li> </ol>

<p>c. Order of adjectives.  d. Adjectives, adverbs, and conjunctions.  e. Compound and complex sentences.  f. Easily confused words (e.g., to, too, two).</p> <p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Capitalization.  b. Commas and quotation marks for quotations.  c. Commas in compound sentences.</p>	<p>c. Correlative conjunctions.  d. Use of “they” and “their” when referring to singular people or ideas.</p> <p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas (introductory elements, and elements that need to be set off like a question or direct address).  b. Italics, underlining, quotes with titles.</p>
<p><b>Author’s Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>Form and use prepositional phrases</li> </ul>	<p><b>Author’s Purpose and Craft of Initials and More</b></p> <ul style="list-style-type: none"> <li>Capitalization of abbreviations, initials, acronyms and organizations</li> </ul>
<p><b>Author’s Purpose and Craft of Sentences</b></p> <ul style="list-style-type: none"> <li>Compose complete simple sentences</li> <li>Use coordinating conjunctions to form compound subjects</li> <li>Use coordinating conjunctions to form compound predicates</li> <li>Use a comma and an <i>and</i> to form compound sentences</li> <li>Use a comma and one of the FANBOYS to join sentences</li> </ul>	<p><b>Author’s Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>Use subordinating conjunctions for form complex sentences</li> <li>Use a comma to separate an introductory element from the rest of the sentence</li> </ul>
<p><b>Author’s Purpose and Craft of Adverbs</b></p> <ul style="list-style-type: none"> <li>Use adverbs to convey frequency</li> <li>Use adverbs to convey degree</li> </ul>	<p><b>Author’s Purpose and Craft of Time and Action</b></p> <ul style="list-style-type: none"> <li>Use irregular verbs in the past tense</li> <li>Use verb tense to convey various times, sequences, states, and conditions</li> <li>Recognize and correct inappropriate shifts in verb tense</li> <li>Form and use verbs in the perfect tense</li> </ul>
<p><b>Author’s Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>Use subordinating conjunctions to form complex sentences</li> <li>Produce complete sentences, avoiding splices, fragments, and run-ons</li> </ul>	<p><b>Author’s Purpose and Craft of Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>Explain the function of and use prepositions and prepositional phrases</li> </ul>
<p><b>Relative pronouns, commas and quotation marks for quotations, order of adjectives, and easily confused words</b>  Taught in Writing Units of Study: The Arc of Story and Historical Fiction Small</p>	<p><b>Author’s Purpose and Craft of Interjections</b></p> <ul style="list-style-type: none"> <li>Use and understand interjections</li> <li>Use commas to set off interrupters</li> </ul>

Moments	
	<b>Author's Purpose and Craft of Conjunctive Adverbs</b> <ul style="list-style-type: none"><li>● Use conjunctive adverbs to transition between ideas</li><li>● Use a comma after a conjunctive adverb</li></ul>
	<b>Verb tenses and Use of "they" and "their" when referring to singular people or ideas</b> Taught in Writing Units of Study: Narrative Craft and Fantasy Writing



## District Literacy Curriculum - Grade Six

### Grade Six Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study 6-8 Writing are developed by the Teachers College Reading and Writing Project. Each of the 6-8 grade levels progress through 6-7 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our generative vocabulary program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

<b>Sixth Grade Reading and Writing Units of Study</b> <b>Units 1 &amp; 2</b>		
	Reading Units of Study <b>A Deep Study of Character</b>	Writing Units of Study <b>Personal Narrative: Crafting Powerful Life Stories</b>
In this unit...	Readers grow by learning to consider more complex character traits, to investigate how setting shapes characters, and to analyze themes.	Writers learn to write well with focus and detail, craft leads and conclusions, and use transitions and precise language effectively.
Unit GOAL The goal is to...	<p>The goal is to consider more complex character traits, investigate how setting shapes characters, and analyze how characters are vehicles for themes.</p> <p>The goal is to engage students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.</p>	<p>The goal is to generate story ideas, manage pace, and elaborate on narrative writing.</p> <p>The goal is to produce two personal narratives.</p>
GOALS by BEND	<p><b>Bend 1: Consider Complex Character Traits</b></p> <ul style="list-style-type: none"> <li>Students analyze complex character traits.</li> <li>Students collect evidence to support their thinking about character traits.</li> <li>Students revise their thinking when discovering new evidence.</li> </ul> <p><b>Bend 2: Investigate How Setting Shapes Characters</b></p> <ul style="list-style-type: none"> <li>Students investigate the intersection of setting and characters.</li> <li>Students think about mood and specific language the author uses to create the atmosphere.</li> <li>Students learn about psychological settings and how it influences</li> </ul>	<p><b>Bend 1: Launch Independent Writing Lives and Generate Personal Narratives</b></p> <ul style="list-style-type: none"> <li>Students flash draft personal narratives each day.</li> <li>Students learn from close reading of a mentor text by admiring, studying and emulating the quality of writing.</li> </ul> <p><b>Bend 2: Move through the Writing Process and Toward Personal Goals</b></p> <ul style="list-style-type: none"> <li>Students choose a seed idea to take through the writing process.</li> <li>Students learn narrative craft techniques.</li> <li>Students work toward substantial revisions.</li> <li>Students are taught that craft and revision are driven by an effort to communicate meaning.</li> </ul>



	<p>individual characters and group dynamics.</p> <p><b>Bend 3: Analyze Characters to Come up with Themes</b></p> <ul style="list-style-type: none"> <li>Students investigate themes in literature.</li> <li>Students learn to consider the trouble characters face as possible motifs and to find passages in the novels where those motifs appear</li> <li>Students question the text more deeply and develop possible thematic statements.</li> <li>Students explore symbolism and how it relates to the theme.</li> </ul>	<p><b>Bend 3: Writing a Second Personal Narrative with New Independence</b></p> <ul style="list-style-type: none"> <li>Students use all they learned so far about the writing process and narrative craft to draft a new personal narrative.</li> <li>Students focus on slowing down the problem, building tension and creating resolutions that connect to the big meaning of the story.</li> </ul>
Mentor Texts	<p><i>Popularity</i> by Adam Bagdasarian  <i>The Fight</i> by Adam Bagdasarian  <a href="#">Harry Potter clip</a>:  <i>You Belong to Me</i> by Taylor Swift:  <i>Thank You, Ma'am</i> by Langston Hughes  <a href="#">Potions Class at Hogwarts</a> video clip:  <a href="#">Severus Snape</a> video clip:</p>	<p><i>Everything will be Okay</i> by James Howe  Jack Gantos' neighborhood map  Ending of <i>The House on Mango Street</i> by Sandra Cisneros</p>
Starter Text Sets	None	None

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>A Deep Study of Character</b>	Writing Units of Study <b>Personal Narrative: Crafting Powerful Life Stories</b>
Strand: Reading 6-12	R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.9	R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.7.6
Strand: Speaking and Listening 6-12	SL.6.1, SL.6.2, SL.6.3, SL.6.4	SL.6.1, SL.6.4, SL.6.5
Strand: Language 6-12	L.6.2, L.6.3, L.6.4, L.6.5, L.6.6	L.6.2, L.6.3, L.6.4, L.6.6, L.7.5
Strand: Writing Standards 6-12	W.6.3, W.6.4, W.6.5, W.6.6, W.6.9	W.6.2, W.6.3, W.6.5, W.6.9

### Sixth Grade Reading and Writing Units of Study Units 3 & 4

	Reading Units of Study <b>Tapping the Power of Nonfiction</b>	Writing Units of Study <b>The Literary Essay: From Character to Compare/Contrast</b>
In this unit...	Students develop a solid set of nonfiction reading skills: discerning central ideas, summarizing to create a concise version of a	Students learn to express their thoughts while reading, naming their ideas succinctly and backing up those ideas with strong evidence.

	text, synthesizing within and across texts, building vocabulary, growing ideas and reading critically to question the author's point of view.	
Unit GOAL The goal is to...	<p>The goal is to generate questions and ideas.</p> <p>The goal is to determine and revise possible central ideas.</p> <p>The goal is to synthesize across texts.</p> <p>The goal is to determine trustworthy sources.</p>	<p>The goal is to gather, analyze, and use text evidence to support claims.</p> <p>The goal is to write three literary essays (a character essay, a theme essay and a compare-and-contrast essay).</p>
GOALS by BEND	<p><b>Bend 1: Navigating Nonfiction Chapter Books in Book Clubs with an Emphasis on Central Ideas</b></p> <ul style="list-style-type: none"> <li>• Students read nonfiction chapter books in clubs.</li> <li>• Students learn to get an initial sense of the central idea, but knowing it may need to be revised as they read on.</li> <li>• Students consider the ways embedded stories fit with the central ideas.</li> <li>• Students generate questions and ideas that spark rich conversation.</li> </ul> <p><b>Bend 2: Investigating Topics with Research Groups and Synthesizing across Texts</b></p> <ul style="list-style-type: none"> <li>• Students work in research groups to study a nonfiction topic.</li> <li>• Students learn to synthesize across texts by thinking about how the new information fits with, extends or contradicts what they already know.</li> <li>• Students build their vocabularies and summarize texts to hold onto their central ideas.</li> <li>• Students learn to do on-the-run research to build up their knowledge.</li> </ul> <p><b>Bend 3: Researching a New Topic with More Independence while Reading Critically</b></p> <ul style="list-style-type: none"> <li>• Students research a new topic with their club.</li> <li>• Students transfer all they have learned about research to their new topic.</li> <li>• Students learn strategies to study online articles, interactive text features and videos.</li> <li>• Students learn to read critically with strategies to discern the author's point of view and to determine whether a text is trustworthy.</li> </ul>	<p><b>Bend 1: Write a Strong Literary Essay</b></p> <ul style="list-style-type: none"> <li>• Students learn how to develop a strong thesis and plan an essay with solid evidence.</li> <li>• Students improve upon their reading skills by reading a text closely to find the details.</li> <li>• Students draft and revise a character essay.</li> </ul> <p><b>Bend 2: Elevate the Complexity of Literary Essays</b></p> <ul style="list-style-type: none"> <li>• Students repeat the writing cycle and write a theme essay.</li> <li>• Students craft powerful introductions and conclusions.</li> <li>• Students learn to incorporate quotes accurately.</li> </ul> <p><b>Bend 3: Compare and Contrast Two Texts and Write an Essay</b></p> <ul style="list-style-type: none"> <li>• Students learn to compare two texts through the lens of a common theme.</li> <li>• Students use their resources from past learning and set goals to improve their writing.</li> </ul>
Mentor Texts	Excerpts from Fast Food Nation by Eric	<i>Raymond's Run</i> by Toni Cade Bambara

	Schlosser <a href="#">The Battle Over GMOs by Alexander Potenza</a> <a href="#">What is Genetic Engineering</a> <a href="#">Seeing Red</a> video clip <a href="#">Labels for GMO Foods are a Bad Idea</a> <a href="#">Scientists Make a Better Potato</a> <a href="#">More GMO information</a>	
Starter Text Sets	<a href="#">Atomic Bomb Text Set</a> <a href="#">Climate Change Text Set</a> <a href="#">GMOs and Genetic Engineering</a> <a href="#">Outer Space Exploration Text Set A</a> <a href="#">Outer Space Exploration Text Set B</a> <a href="#">Titanic Text Set A</a> <a href="#">Titanic Text Set B</a> <a href="#">Kids Making a Change</a>	<i>Eleven</i> by Sandra Cisneros <i>Everything Will Be Okay</i> by James Howe <i>Mother and Daughter</i> by Gary Soto <i>Scout's Honor</i> by Avi <i>Stop the Sun</i> by Gary Paulsen <i>Thank You Ma'am</i> by Langston Hughes <i>Freak the Geek</i> by John Green <i>Gift of the Magi</i> by O. Henry <i>Stray</i> by Cynthia Rylant <i>Everything Will Be Okay</i> by James Howe <i>Your Move</i> by Eve Bunting

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Tapping the Power of Nonfiction</b>	Writing Units of Study <b>The Literary Essay: From Character to Compare/Contrast</b>
Strand: Reading 6-12	R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.7, R.6.8, R.6.9	R.6.1, R.6.2, R.6.3, R.6.4, R.6.5
Strand: Speaking and Listening 6-12	SL.6.1, SL.6.2, SL.6.3, SL.6.4	SL.6.1, SL.6.2, SL.6.3, SL.6.4
Strand: Language 6-12	L.6.2, L.6.3, L.6.4	L.6.3, L.6.4, L.6.6, L.7.5
Strand: Writing Standards 6-12	W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9	W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.9, W.7.2

### Sixth Grade Reading and Writing Units of Study Units 5 & 6

	Reading Units of Study <b>Social Issue Book Clubs</b>	Writing Units of Study <b>Research-Based Information Writing</b>
In this unit...	Students read novels in clubs to study relationship issues, school issues and societal pressures in order to empathize with others and become more socially aware.	Students research and write by synthesizing information, creating a logical order and clear structure for writing, incorporating quotes, including citations and adopting a correct and appropriate tone and style.
Unit GOAL The goal is to...	The goal is to read to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what's right.	The goal is to conduct research to write an informational book and then revise and edit it, reshaping it into a digital presentation.
GOALS by BEND	<b>Bend 1: Studying Characters' Relationships</b>	<b>Bend 1: Writing Research-Based Information Essays</b>

	<ul style="list-style-type: none"> <li>• Students lift the level of their analytical work by studying how power, perspective and conflicts affect characters.</li> <li>• Students analyze the complex dynamics between two or more characters to be more precise, consider cause and effect and to weigh and evaluate ideas.</li> </ul> <p><b>Bend 2: Analyzing Group-Related Issues: Consider Power, Perspective and Tone</b></p> <ul style="list-style-type: none"> <li>• Students study systematic issues.</li> <li>• Students analyze how group power dynamics are played out in stories.</li> <li>• Students read closely for individual's reactions to problematic systems, to notice how simple themes do and don't apply to complex stories and to critically assess when literary texts are replicating or challenging mainstream ideas about particular groups.</li> </ul> <p><b>Bend 3: Bringing Your Life and Others' Lives to Your Reading</b></p> <ul style="list-style-type: none"> <li>• Students deepen the connections they make to literature.</li> <li>• Students appreciate how their own experiences are always a lens for their reading.</li> <li>• Students learn that reading with others helps us see connections we would never make on our own.</li> <li>• Students learn to make connections between themselves and the heroes and villains.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to write research-based informational essays.</li> <li>• Students learn that writers read and analyze a wide variety of sources to develop a big-picture view of a topic.</li> <li>• Students discover key points and ideas within a larger topic.</li> <li>• Students decide on a planned structure for their writing.</li> </ul> <p><b>Bend 2: Drafting and Revising Information Books on Focused Topics</b></p> <ul style="list-style-type: none"> <li>• Students choose an issue to write an informational book.</li> <li>• Students learn to create a table of contents.</li> <li>• Students learn that writers strengthen their credibility by incorporating solid evidence into their writing by using accurate quotes, supporting facts and clear statistics.</li> <li>• Students learn how to elaborate on key points with concrete details.</li> <li>• Students use complex sentences and incorporate useful text features.</li> </ul> <p><b>Bend 3: Digital Writing Projects: Presenting All We Know</b></p> <ul style="list-style-type: none"> <li>• Students share their knowledge with a digital presentation.</li> <li>• Students study slideshow mentor texts.</li> <li>• Students decide which information is most important to hone in on for their presentation.</li> <li>• Students revise their work so that they are delivering information in multiple ways, including visually.</li> </ul>
Mentor Texts	<p><i>My Side of the Story</i> by Adam Bagdasarian  <a href="#">Inside Out</a> trailer:  <a href="#">Moana</a> clip:  <i>Inside Out</i> by Francisco Jimenez from The Circuit: Stories from the Life of a Migrant Child  Poems:  "Shoulders" by Naomi Shihab Nye  "In the Line at the Drugstore" by Claudia Rankine  <a href="#">Bystander</a> short:  <a href="#">Together We Make Football</a> short:  <a href="#">Goldieblox</a> commercial:</p>	<p>Malala The Powerful by Kristin Lewis  <a href="#">Mala Speaks Out</a>  <a href="#">Alex Lin, Lobbyist for E-Waste</a></p>
Starter Text Sets	None	<p><a href="#">Bend 1 Text Set: Benefits of Teen Activism and Community Service</a>  <a href="#">Bend 2 and 3 Text Sets</a>  Topics Include:  Abandoned pets  Child labor  Bullying  Girls and education</p>

		The environment
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Social Issue Book Clubs</b>	Writing Units of Study <b>Research-Based Information Writing</b>
Strand: Reading 6-12	R.6.1, R.6.2, R.6.3, R.6.4, R.6.5, R.6.6, R.6.9	R.6.1, R.6.2, R.6.3, R.6.5, R.6.7
Strand: Speaking and Listening 6-12	SL.6.1, SL.6.2, SL.6.3, SL.6.4	SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5
Strand: Language 6-12	L.6.3, L.6.5, L.6.6	L.6.2, L.6.4, L.6.6, L.7.5
Strand: Writing Standards 6-12	W.6.1, W.6.2, W.6.4, W.6.9	W.6.1, W.6.2, W.6.3, W.6.4, W.6.6, W.6.7, W.6.8, W.6.9

## Vocabulary Instruction

The Vocabulary Their Way program focuses on generative vocabulary based on Greek and Latin roots and affixes. The goal of the program is to enable students to acquire the vocabulary and vocabulary strategies critical for success in college and careers. Below is the scope and sequence for grades six through eight.

<b>Hartland-Lakeside School District Grade Six, Seven, and Eight</b>		
<b>Wisconsin Standards for English Language Arts</b>		
<b>Grade 6</b> Reading: R.6.4 Speaking and Listening: SL.6.1 Language: L.6.2, L.6.4	<b>Grade 7</b> Reading: R.7.4 Speaking and Listening: SL.7.1 Language: L.7.2, L.7.4	<b>Grade 8</b> Reading: R.8.4 Speaking and Listening: SL.8.1 Language: L.8.2, L.8.4
<b>Vocabulary Topics Introduced</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
phobia, ic fer, prot, trans stel, astr/aster, ist dict, graph, co pos/pon, com/con vert/vers, de, re scrib/script, gram ceed/ced/cess, pro post, pre, rect G\gress, re, retro fac/fec/fic/fy, ex/e bene, mal, mis ven, vent, circum man, ped, pod cosm, geo, ob/op claim/clam, ques/quir/quis voc, age/ade	civ, pub/popul cray/crat, archy/arch duct, duc, intro mis/mit, ology/logy, ologist/logist soci, tract crit, jud, ous spec/spic, carn aud, phon, ance/ence bio, mort, anti nomin/nomen, inter, intra cred, gno, cogn prim/princ, sequ/sec pat, mat, frat urb, agr, semi cide, cis, cap doc, log, anti path, sym, syn	dem, bio, zo telo, sol, umbr pend/pens, sal chron, therm, cand leg, jur/jud/jus clud/clus, rid/ris sta/stit/sis, ism tang/tact, fid lit, plex/pli/ply sent/sens, val lau/lav, lu, flu junct, tain/ten spir/aer pel/plus, punct loq/loc, lungu, son sol, cata corp, psych, phys

terre/terra/terri, ary/ori/ery term, ter vol, volv, grad	hydr, aqu, nav graph/gram, fore vac, ciper	ject, ab, chrom typ, tort centr, meter
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\*See Next Page for Grammar Instruction

## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades six through eight.

### Hartland-Lakeside School District Grades 6 - 8 Grammar Topics Introduced

\*2022-2023 implementation cycle

<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 6</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 7</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 8</b>
<p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Use of objective, subjective, possessive, and intensive pronouns</li> <li>Strategies to improve expression in conventional language</li> </ol> <p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas, parentheses, and dashes</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use quotation marks to enclose speech</li> <li>Use a colon to introduce a quotation</li> <li>Understand and use commas correctly in writing - use a comma to set off words, phrases, and clauses</li> <li>use punctuation, including parentheses</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p>	<p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Phrases and clauses</li> <li>Simple, compound, and complex sentences signaling differing relationships among ideas</li> <li>Recognizing and correcting dangling modifiers</li> </ol> <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas to separate coordinate adjectives</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> <li>Use a comma to separate coordinate adjectives</li> <li>Use a simple sentence with compound predicates</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Understand and use semicolons in writing</li> <li>Use semicolons to connect two closely related sentences</li> </ul>	<p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Active and passive voice verbs</li> <li>Indicative, imperative, interrogative, conditional, and subjunctive mood verbs</li> <li>Recognizing and correcting shifts in verb voice and mood</li> </ol> <p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Punctuation to recognize a pause or break</li> <li>Ellipsis to indicate an omission</li> </ol> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use a colon to introduce a list</li> <li>Use a colon to introduce a quotation</li> <li>Use quotation marks to enclose speech</li> <li>Use an ellipsis to show omission</li> <li>Use an ellipsis to indicate a pause or break</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>Capitalize proper nouns</li> </ul>

<ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>● Introduction to pronouns</li> <li>● Ensure pronouns are in the possessive case</li> </ul> <p><b>Author's purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use relative pronouns to connect ideas</li> <li>● Use a comma to separate an introductory element from a sentence</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Use commas to set off nonessential/parenthetical phrases and clauses</li> </ul>	<p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Compound Sentences</b></p> <ul style="list-style-type: none"> <li>● Use compound sentences to show relationships among ideas</li> <li>● Use compound sentences to join ideas</li> <li>● Choose compound sentences to signify relationships among ideas</li> </ul> <p><b>Author's Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use complex sentences</li> <li>● Use subordinating conjunctions to form complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Understand and use the conditional mood</li> <li>● Use commas to set off words, phrases and clauses (appositive or noun phrases)</li> </ul> <p><b>Author's Purpose and Craft of The Mood of a Verb</b></p> <ul style="list-style-type: none"> <li>● Use active and passive voice appropriately</li> <li>● Form and use verbs in the indicative mood</li> <li>● Form and use verbs in the imperative mood (commands)</li> <li>● Form and use verbs in the subjunctive mood</li> </ul>
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## District Literacy Curriculum - Grade Seven

### Grade Seven Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study 6-8 Writing are developed by the Teachers College Reading and Writing Project. Each of the 6-8 grade levels progress through 6-7 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our generative vocabulary program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

<b>Seventh Grade Reading and Writing Units of Study Units 1 &amp; 2</b>		
	Reading Units of Study <b>Investigating Characterization</b>	Writing Units of Study <b>Writing Realistic Fiction: Symbolism, Syntax and Truth</b>
In this unit...	Students learn more of the intricacies of realistic fiction including perspective, sympathy, and about the life lessons that characters learn and teach.	Students learn how to see the fictional possibilities in their true lives and develop characters and create scenes in order to publish a realistic fiction story.
Unit GOAL The goal is to...	<p>The goal is to explore how authors use perspective, point of view, and the management of time across a story.</p> <p>The goal is to develop the ability to reread and rethink as they examine stories through multiple lenses.</p>	The goal is to write engaging short fiction and lift the sophistication of writing through attention to individual scenes, symbols, and writing techniques.
GOALS by BEND	<p><b>Bend 1: Deep Dive into Perspective</b></p> <ul style="list-style-type: none"> <li>Students learn to first study the main character deeply, considering what shapes his/her perspective.</li> <li>Students study minor characters the same way they study main characters.</li> <li>Students pay close attention to how point of view shapes the readers' perspective.</li> <li>Students learn the primary way that authors control readers' sympathy is through access to inner thinking.</li> </ul> <p><b>Bend 2: Author's Craft: Analyzing How Authors Bring Characters to Life</b></p> <ul style="list-style-type: none"> <li>Students study author's craft,</li> </ul>	<p><b>Bend 1: Creating and Developing Meaningful Stories and Characters</b></p> <ul style="list-style-type: none"> <li>Students learn character-developing techniques such as exploring character motivation and obstacles, quirks and passions and internal and external lives.</li> <li>Students plan their stories by considering the arc of the story.</li> </ul> <p><b>Bend 2: Drafting and Revising by Focusing on Meaning</b></p> <ul style="list-style-type: none"> <li>Students draft and revise a story idea.</li> <li>Students study writer moves and focus on revising their scenes to make sure they are showing and not telling during crucial parts.</li> </ul> <p><b>Bend 3: Revision and Editing with the Audience in</b></p>

	<p>considering moments in narratives as windows into characters and then coming up with new thinking.</p> <ul style="list-style-type: none"> <li>• Students reread, reconsidering smaller moments and thinking about the reason why the author included those moments.</li> <li>• Students study authorial techniques and look at how their author uses those techniques.</li> </ul> <p><b>Bend 3: Investigating Author's Decisions</b></p> <ul style="list-style-type: none"> <li>• Students investigate authorial control and how the writer creates the reader's relationship with a character.</li> <li>• Students learn that as authors develop characters, they are often developing themes through those characters.</li> <li>• Students pay closer attention to time, studying backstories and flashbacks</li> <li>• Students study verb tense and how writers use verb tense to shift time in ways that help share characters.</li> </ul>	<p><b>Mind</b></p> <ul style="list-style-type: none"> <li>• Students think about their audience and do deep revision and editing work.</li> <li>• Students focus on where the heart of their story is and revise for meaning.</li> <li>• Students revise for imagery, symbolism and other literary devices.</li> </ul>
Mentor Texts	<p><i>Flying Lessons</i> by Ellen Oh  <i>Fresh Ink</i> by Lamar Giles  <a href="#">Be Brave</a> short  <a href="#">Snack Attack</a> short  <a href="#">Harry Potter</a> video clip</p>	<p><i>Thirteen and a Half</i> by Rachel Vail</p> <p><u>Other possible mentor texts:</u>  <i>Each Kindness</i> by Jacqueline Woodson  <i>A Day's Work</i> by Eve Bunting  <i>Ruth and the Green Book</i> by Calvin Alexander Ramsey  <i>The Sign Painter</i> by Allen Say</p>
Starter Text Sets	None	
Wisconsin Standards for English Language Arts		
	Reading Units of Study Investigating Characterization	Writing Units of Study Writing Realistic Fiction: Symbolism, Syntax and Truth
Strand: Reading 6-12	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5, R.7.6	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5
Strand: Speaking and Listening 6-12	SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5	SL.7.1, SL.7.2, SL.7.4
Strand: Language 6-12	L.7.1, L.7.2, L.7.3, L.7.6	L.7.1, L.7.3, L.7.4, L.7.5, L.7.6
Strand: Writing Standards 6-12	W.7.4, W.7.9	W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9

**Seventh Grade Reading and Writing Units of Study**  
**Units 3 & 4**

	Reading Units of Study <b>Essential Research Skills for Teens</b>	Writing Units of Study <b>Writing About Reading</b>
In this unit...	Students form study groups to research a topic, study the disputes and arguments inside their topics and then come to informed positions.	Students shape their ideas about literature into literary essays.
Unit GOAL The goal is to...	<p>The goal is to build background knowledge independently through rapid reading of a variety of texts.</p> <p>The goal is to take powerful research notes and reorganize, annotate, and synthesize these notes in order to deepen their knowledge and come to new thinking.</p> <p>The goal is to tackle the challenges of ethical Internet research by checking sources.</p>	The goal is to analyze the craft and structure of the authors they admire and to write literary essays to show their thinking.
GOALS by BEND	<p><b>Bend 1: Essential Study Habits</b></p> <ul style="list-style-type: none"> <li>● Students build background knowledge independently.</li> <li>● Students learn to become effective study partners.</li> <li>● Students learn to take lean and effective research notes.</li> </ul> <p><b>Bend 2: Ethical Research Practices and Internet Literacy</b></p> <ul style="list-style-type: none"> <li>● Students learn to take deeper, more comprehensive notes.</li> <li>● Students work with search engines' non-neutrality.</li> <li>● Students note and compensate for confirmation bias.</li> <li>● Students learn to research sources and discern “fake news”.</li> </ul> <p><b>Bend 3: Teaching Others about the Research</b></p> <ul style="list-style-type: none"> <li>● Students analyze a mentor text for purpose, structure and craft.</li> <li>● Students structure and craft their research and points.</li> <li>● Students practice public speaking skills.</li> </ul>	<p><b>Bend 1: Planning and Drafting a Companion Book</b></p> <ul style="list-style-type: none"> <li>● Students write a series of 4-5 literary essays about a chosen book</li> <li>● Students learn to grow big ideas when writing about their reading, and also write about small ideas to support those big ideas.</li> <li>● Students learn close reading strategies.</li> <li>● Students learn to incorporate evidence from the text as a means to elaborate.</li> </ul> <p><b>Bend 2: Writing to Deepen Literary Analysis</b></p> <ul style="list-style-type: none"> <li>● Students learn to write about symbolism</li> <li>● Students learn to analyze structure in a text.</li> <li>● Students learn to write about perspective.</li> <li>● Students learn more sophisticated ways to write an introduction and conclusion.</li> </ul>
Mentor Texts	<p>Mentor topic: Self Driving Cars</p> <p><a href="#">I Took a Ride in Waymo's Fully Driverless Car:</a> (watch first minute)</p> <p><a href="#">The History and Evolution of Self-Driving Cars</a></p> <p><a href="#">A Brief History of Autonomous Vehicle</a></p>	<p><i>The Stolen Party</i> by Lilitana Hecker</p> <p>The table of contents from: <i>The Hunger Games Companion: The Unauthorized Guide to the Series</i> by Lois H. Gresh</p> <p><a href="#">Lyrics to Wings</a> by Macklemore:</p> <p>Opening scene from <i>Harry Potter and the</i></p>

	<a href="#">Technology</a> <a href="#">Self-Driving Cars: Pros and Cons</a> <a href="#">What are Self-Driving Cars?</a> <a href="#">Self-Driving Car Dilemmas Reveal that Moral Choices are Not Universal</a> <a href="#">The Dangers of Driverless Cars</a> <a href="#">Self Driving Car Technology Still has a Way to Go</a> <a href="#">The Data Science Behind Self-Driving Cars Infographic (scroll down)</a> <a href="#">Infographic flowchart</a> <a href="#">Infographic</a> <a href="#">Self-Driving Cars Begin to Emerge from a Cloud of Hype</a> (paragraph two) <a href="#">You Will Not Be Traveling in a Self-Driving Car Anytime Soon</a> (paragraphs 10, 11 & 12) <a href="https://newsliteracy.ca/fakeOut/">https://newsliteracy.ca/fakeOut/</a> <a href="https://zapatopi.net/treeoctopus/">https://zapatopi.net/treeoctopus/</a> <a href="https://drive.google.com/file/d/1qphLtPbdEjLtkdPYg-KWlJx3wD8RLwKS/view?usp=sharing">https://drive.google.com/file/d/1qphLtPbdEjLtkdPYg-KWlJx3wD8RLwKS/view?usp=sharing</a> <a href="#">Molly Wright: How Every Child Can Thrive by Five</a>  <a href="#">Our Campaign to Ban Plastic Bags in Bali</a>	<a href="#">Sorcerer's Stone</a>
Starter Text Sets	<a href="#">Padlet</a> Student topics include: animal testing, social media, year round schooling, cell phones in school, artificial intelligence, drones, pets  Ted Talks for Centers: <a href="#">Everyday Leadership</a> <a href="#">Hackschooling Makes Me Happy</a>	None
<b>Wisconsin Standards for English Language Arts</b>		
	Reading Units of Study <b>Essential Research Skills for Teens</b>	Writing Units of Study <b>Writing About Reading</b>
Strand: Reading 6-12	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5, R.7.6, R.7.7, R.7.8, R.7.9	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5, R.7.6
Strand: Speaking and Listening 6-12	SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5	SL.7.1, SL.7.2, SL.7.3, SL.7.4
Strand: Language 6-12	L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6	L.7.1, L.7.2, L.7.3, L.7.6
Strand: Writing Standards 6-12	W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9	W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9

**Seventh Grade Reading and Writing Units of Study**  
**Units 5 & 6**

	Reading Units of Study <b>Historical Fiction Book Clubs</b>	Writing Units of Study <b>The Art of Argument</b>
In this unit...	Students generate awareness of how much we have to learn from history and the stories of people who struggled, suffered, and persevered.	Writers learn the skills of research, defending logic and angling evidence.
Unit GOAL The goal is to...	The goal is to engage in compelling stories that help us understand our past.	The goal is to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their thinking.
GOALS by BEND	<p><b>Bend 1: Historical Fiction Characters and the Conflicts that Shape Them</b></p> <ul style="list-style-type: none"> <li>• Students learn the reading skills necessary to orient themselves to a historical setting and to complex narratives.</li> <li>• Students learn to study the clash between the protagonist’s own values and those of the time period.</li> <li>• Students learn to turn their attention to minor characters to analyze their differing perspectives to get a more nuanced understanding of the story’s time period.</li> </ul> <p><b>Bend 2: Studying the Era</b></p> <ul style="list-style-type: none"> <li>• Students learn to read nonfiction in tandem with their historical fiction to help understand the historical conflicts and settings in their stories</li> <li>• Students learn hard truths about the historical contexts alongside their protagonists.</li> <li>• Students curate reading projects, artifacts that show the development of their thinking over the course of their historical fiction books.</li> </ul> <p><b>Bend 3: Studying How Characters Change and Grow</b></p> <ul style="list-style-type: none"> <li>• Students consider how their characters change and grow and about humans’ capacity for change</li> <li>• Students present their reading projects and celebrate all they’ve learned about their time period</li> </ul>	<p><b>Bend 1: Establishing and Supporting Positions</b></p> <ul style="list-style-type: none"> <li>• Students debate in order to weigh and evaluate sides, reasons and evidence on a class topic.</li> <li>• Students write an argument essay on the class topic.</li> <li>• Students rehearse and compose their own position.</li> </ul> <p><b>Bend 2: Composing More Focused and Nuanced Arguments</b></p> <ul style="list-style-type: none"> <li>• Students pursue a more focused subtopic from the class topic and write an argument essay.</li> <li>• Students develop more focused arguments.</li> <li>• Students research and acknowledge counterclaims.</li> <li>• Students learn to develop more nuanced reasoning.</li> </ul> <p><b>Bend 3: Taking Arguments to an Audience</b></p> <ul style="list-style-type: none"> <li>• Students cycle through the argument writing process with a topic of their choosing.</li> <li>• Students conduct their own research, qualify their claims, and analyze the logic of their arguments.</li> </ul>
Mentor Texts	<i>Patrol</i> by Walter Dean Meyers <i>Ambush</i> by Tim O’Brian <a href="#">Platoon clip</a> (Stop at 1:45) <a href="#">Platoon clip</a> <a href="#">Platoon clip</a>	Topic - Competitive sports <a href="#">Click here for mentor texts</a> <a href="#">Listening to Wisdom from a 10-year-old Son about his Head Injury</a>

Starter Text Sets	Websites for Researching History: <a href="#">Ducksters</a> <a href="#">Britannica</a> <a href="#">History.com</a> <a href="#">National Geographic</a> <a href="#">PBS</a> <a href="#">Ken Burns in the Classroom</a> <a href="#">BBC</a> <a href="#">Brain Pop</a>	Bend 2: <a href="#">Click here for mentor texts</a> (students choose a more specific topic of competitive sports such as: pressure, cost, injuries, etc.)  Bend 3: <a href="#">Click here for mentor texts</a> Topics include: Green energy Child labor Plastic bottles Whaling Eco carbon footprint Pets in the classroom
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### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Historical Fiction Book Clubs</b>	Writing Units of Study <b>The Art of Argument</b>
Strand: Reading 6-12	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5, R.7.6, R.7.9	R.7.1, R.7.2, R.7.3, R.7.4, R.7.5, R.7.6, R.7.8, R.7.9
Strand: Speaking and Listening 6-12	SL.7.1, SL.7.2, SL.7.4	SL.7.1, SL.7.2, SL.7.3, SL.7.4
Strand: Language 6-12	L.7.2, L.7.3, L.7.4	L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Strand: Writing Standards 6-12	W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9	W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.8.2

### Seventh Grade Reading and Writing Units of Study Unit 7

	Reading & Writing Units of Study <b>How to Eat a Poem: Analyzing Craft and Structure</b>
In this unit...	Students study how poems work, how each part makes sense with the whole poem and how specific words and phrases in poems mean more than they would in another context. Then, they write poems using all they know about poetry.
Unit GOAL The goal is to...	The goal is to read and reread poetry to make meaning and analyze the craft and structure.  The goal is to write and revise poetry using craft and structure to make meaning.
GOALS by BEND	<p><b>Bend 1: Reading: Discover and Enjoy the World of Verse</b>  <b>Writing: Try out narrative and lyric poetry</b></p> <ul style="list-style-type: none"> <li>● Students research poetry and share out their findings.</li> <li>● Students experiment with writing poetry.</li> </ul> <p><b>Bend 2: Reading: Think Through Structures Including Poetic Forms</b>  <b>Writing: Revise so that Every Syllable Counts</b></p> <ul style="list-style-type: none"> <li>● Students study repetition, pace, rhythm, tone, images, word choice to understand the meaning of poems.</li> <li>● Students revise their own poems, experimenting with syllables.</li> </ul>

	<p><b>Bend 3: Reading: Little Things are Big in Poetry</b></p> <p><b>Writing: Publish Poems with Flair</b></p> <ul style="list-style-type: none"> <li>• Students compare and contrast poems they've read.</li> <li>• Students analyze symbols in poems.</li> <li>• Students select poems they've written that go together to form a poetry book.</li> <li>• Students write introductions to their poetry collection.</li> </ul>
Mentor Texts	<p><i>The Wren</i> by Barbara McCauley  <i>You Can't Write a Poem About McDonalds</i> by Ronald Wallace  <i>Suburban</i> by Michael Blumenthal  <i>Do Not Go Gentle Into that Good Night</i> by Dylan Thomas  <i>On Turning Ten</i> by Billy Collins  <i>The Clasp</i> by Sharon Olds  <i>Kid In the Park</i> by Langston Hughes</p>
Starter Text Sets	<a href="#">Poetry packet for students</a>
<b>Wisconsin Standards for English Language Arts</b>	
Reading Units of Study <b>How to Eat a Poem: Analyzing Craft and Structure</b>	
Strand: Reading 6-12	RL 7.1, RL 7.2, 7.4, 7.5, R.7.9
Strand: Speaking and Listening 6-12	SL.7.1, SL.7.2, SL.7.4
Strand: Language 6-12	L.7.1, L.7.2, L.7.3, L.7.4
Strand: Writing Standards 6-12	W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6

\*See Next Page for Vocabulary Instruction

## Vocabulary Instruction

The Vocabulary Their Way program focuses on generative vocabulary based on Greek and Latin roots and affixes. The goal of the program is to enable students to acquire the vocabulary and vocabulary strategies critical for success in college and careers. Below is the scope and sequence for grades six through eight.

<b>Hartland-Lakeside School District Grade Six, Seven, and Eight</b>		
<b>Wisconsin Standards for English Language Arts</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Reading: R.6.4 Speaking and Listening: SL.6.1 Language: L.6.2, L.6.4	Reading: R.7.4 Speaking and Listening: SL.7.1 Language: L.7.2, L.7.4	Reading: R.8.4 Speaking and Listening: SL.8.1 Language: L.8.2, L.8.4
<b>Vocabulary Topics Introduced</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
phobia, ic fer, prot, trans stel, astr/aster, ist dict, graph, co pos/pon, com/con vert/vers, de, re scrib/script, gram ceed/ced/cess, pro post, pre, rect G\gress, re, retro fac/fec/fic/fy, ex/e bene, mal, mis ven, vent, cirum man, ped, pod cosm, geo, ob/op claim/clam, ques/quir/quis voc, age/ade terre/terra/terri, ary/ory/ery term, ter vol, volv, grad	civ, pub/popul cray/crat, archy/arch duct, duc, intro mis/mit, ology/logy, ologist/logist soci, tract crit, jud, ous spec/spic, carn aud, phon, ance/ence bio, mort, anti nomin/nomen, inter, intra cred, gno, cogn prim/princ, sequ/sec pat, mat, frat urb, agr, semi cide, cis, cap doc, log, anti path, sym, syn hydr, aqu, nav graph/gram, fore vac, ciper	dem, bio, zo telo, sol, umbr pend/pens, sal chron, therm, cand leg, jur/jud/jus clud/clus, rid/ris sta/stit/sis, ism tang/tact, fid lit, plex/pli/ply sent/sens, val lau/lav, lu, flu junct, tain/ten spir/aer pel/plus, punct loq/loc, lungu, son sol, cata corp, psych, phys ject, ab, chrom typ, tort centr, meter

\*See Next Page for Grammar Instruction



## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades six through eight.

### Hartland-Lakeside School District Grades 6 - 8 Grammar Topics Introduced

\*2022-2023 implementation cycle

<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 6</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 7</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 8</b>
<p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Use of objective, subjective, possessive, and intensive pronouns</li> <li>Strategies to improve expression in conventional language</li> </ol> <p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas, parentheses, and dashes</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use quotation marks to enclose speech</li> <li>Use a colon to introduce a quotation</li> <li>Understand and use commas correctly in writing - use a comma to set off words, phrases, and clauses</li> <li>use punctuation, including parentheses</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p>	<p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Phrases and clauses</li> <li>Simple, compound, and complex sentences signaling differing relationships among ideas</li> <li>Recognizing and correcting dangling modifiers</li> </ol> <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas to separate coordinate adjectives</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> <li>Use a comma to separate coordinate adjectives</li> <li>Use a simple sentence with compound predicates</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Understand and use semicolons in writing</li> <li>Use semicolons to connect two closely related sentences</li> </ul>	<p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Active and passive voice verbs</li> <li>Indicative, imperative, interrogative, conditional, and subjunctive mood verbs</li> <li>Recognizing and correcting shifts in verb voice and mood</li> </ol> <p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Punctuation to recognize a pause or break</li> <li>Ellipsis to indicate an omission</li> </ol> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use a colon to introduce a list</li> <li>Use a colon to introduce a quotation</li> <li>Use quotation marks to enclose speech</li> <li>Use an ellipsis to show omission</li> <li>Use an ellipsis to indicate a pause or break</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>Capitalize proper nouns</li> </ul>

<ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>● Introduction to pronouns</li> <li>● Ensure pronouns are in the possessive case</li> </ul> <p><b>Author's purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use relative pronouns to connect ideas</li> <li>● Use a comma to separate an introductory element from a sentence</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Use commas to set off nonessential/parenthetical phrases and clauses</li> </ul>	<p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Compound Sentences</b></p> <ul style="list-style-type: none"> <li>● Use compound sentences to show relationships among ideas</li> <li>● Use compound sentences to join ideas</li> <li>● Choose compound sentences to signify relationships among ideas</li> </ul> <p><b>Author's Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use complex sentences</li> <li>● Use subordinating conjunctions to form complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Understand and use the conditional mood</li> <li>● Use commas to set off words, phrases and clauses (appositive or noun phrases)</li> </ul> <p><b>Author's Purpose and Craft of The Mood of a Verb</b></p> <ul style="list-style-type: none"> <li>● Use active and passive voice appropriately</li> <li>● Form and use verbs in the indicative mood</li> <li>● Form and use verbs in the imperative mood (commands)</li> <li>● Form and use verbs in the subjunctive mood</li> </ul>
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## District Literacy Curriculum - Grade Eight

### Grade Eight Reading and Writing Units of Study

The Units of Study for Teaching Reading and the Units of Study 6-8 Writing are developed by the Teachers College Reading and Writing Project. Each of the 6-8 grade levels progress through 6-7 reading and writing units per year. Each unit lasts between 5-7 weeks. The reading and writing units are part of our comprehensive literacy program and are paired with our generative vocabulary program and our inquiry-based grammar curriculum to ensure students become confident and independent readers and writers.

#### Eighth Grade Reading and Writing Units of Study Units 1 & 2

	Reading Units of Study <b>Investigating Literacy and Approaching Literature through Close Reading</b>	Writing Units of Study <b>Investigative Journalism</b>
In this unit...	Students investigate literature in order to appreciate themes, characters, archetypes and literary traditions.	Writers learn to look closely at the world around them and illuminate issues in newscasts and investigative reports.
Unit GOAL The goal is to...	<p>The goal is to deepen comprehension, studying summaries and reviews in preparation for reading and developing their own analytical summarizing techniques.</p> <p>The goal is to identify the ways that readers bring their own selves to a text and how that can shape their responses.</p> <p>The goal is to be innovative in writing about reading, annotating and taking longer-form notes in reading notebooks to engage more deeply with texts and other readers.</p> <p>The goal is to speak seriously and passionately about books they choose to read and recommend to book club peers.</p>	The goal is to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating on multiple perspectives.
GOALS by BEND	<p><b>Bend 1: Diving into Textual Complexity</b></p> <ul style="list-style-type: none"> <li>● Students deepen comprehension and writing about reading in challenging literature.</li> <li>● Students learn analytical summarizing techniques.</li> </ul>	<p><b>Bend 1: Writing Newscasts</b></p> <ul style="list-style-type: none"> <li>● Students learn the process of discerning the small dramas around them.</li> <li>● Students learn to write newscasts quickly and concisely.</li> </ul> <p><b>Bend 2: Writing Narrative Nonfiction to</b></p>

	<p><b>Bend 2: Dealing with Difficulty while Focusing on Interpretation in Reading Clubs</b></p> <ul style="list-style-type: none"> <li>• Students research cultural or historical settings to get an understanding before starting to read.</li> <li>• Students investigate more than one meaning in a story and track those meanings across the text.</li> <li>• Students seek out symbolic objects, settings and moments in order to develop important themes.</li> <li>• Students learn to expect multiple perspectives when reading.</li> </ul> <p><b>Bend 3: Speaking about Books with Passion and Insight</b></p> <ul style="list-style-type: none"> <li>• Students study video book recommendations as mentors for their own book talk.</li> <li>• Students study ways to speak seriously and passionately about books.</li> <li>• Students present to an audience.</li> </ul>	<p><b>Investigate Issues in the Community</b></p> <ul style="list-style-type: none"> <li>• Students learn to craft narrative nonfiction about an issue they notice</li> <li>• Students learn to write in order to share their concerns around that issue.</li> </ul> <p><b>Bend 3: Investigate the Bigger Story by Including Research</b></p> <ul style="list-style-type: none"> <li>• Students extend their investigative research to include interviewing, surveying and research through print and digital texts.</li> </ul>
Mentor Texts	<p>Parts of <i>Pride</i> by Ibi Zoboi  <a href="#">Black Panther</a> Teaser Trailer:  <i>The Story of a Little Alsatian</i> by Alphonse Daudet from 1917  <a href="#">Fireflies</a> video  <a href="#">La Luna</a></p>	<p>Excerpt from <i>The Blind Side: Evolution of a Game</i> by Michael Lewis  <a href="#">The Trouble with Sleep Texting</a> by Angela Haupt</p>
<b>Wisconsin Standards for English Language Arts</b>		
	<p>Reading Units of Study  <b>Investigating Literacy and Approaching Literature through Close Reading</b></p>	<p>Writing Units of Study  <b>Investigative Journalism</b></p>
Strand: Reading 6-12	R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.8, R.8.9	R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.7
Strand: Speaking and Listening 6-12	SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.9.1, SL.9.4, SL.9.5	SL.8.1, SL.8.2, SL.8.3, SL.8.4
Strand: Language 6-12	L.8.1, L.8.4, L.8.5, L.8.6	L.8.1, S.8.2, L.8.3, L.8.4, L.8.5, L.8.6
Strand: Writing Standards 6-12	W.8.3, W.8.4, W.8.9	W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6

**Eighth Grade Reading and Writing Units of Study**  
**Units 3 & 4**

	Reading Units of Study <b>Literary Nonfiction</b>	Writing Units of Study <b>The Literary Essay</b>
In this unit...	Students learn to read the genre of literary nonfiction.	Students become more independent with the essay-writing skills they have acquired across their elementary and middle school years, while also learning new strategies that will help meet the expectations in a high school community.
Unit GOAL The goal is to...	<p>The goal is to extract central ideas that are not stated outright and identify and trace implicit arguments.</p> <p>The goal is to build connections across parts of texts and across multiple texts.</p> <p>The goal is to flexibly activate their schema as they read passages that seem more informational and passages that seem more narrative in their literary nonfiction texts.</p>	The goal is to write arguments and counterarguments about themes in texts, supporting positions with details of plot, character, and author's craft.
GOALS by BEND	<p><b>Bend 1: Reading Complex Texts Looking for Central Ideas, Themes and Issues</b></p> <ul style="list-style-type: none"> <li>● Students read literary nonfiction chapter books.</li> <li>● Students are alert to multiple central ideas, themes and issues.</li> <li>● Students learn note-taking systems that help trace the ways multiple ideas intersect.</li> <li>● Students learn to navigate a text where some parts are more informational and some part more narrative.</li> </ul> <p><b>Bend 2: Making Connections When Reading</b></p> <ul style="list-style-type: none"> <li>● Students attend to the complicated ways parts fit together in their books and consider how those parts fit with central ideas, themes and issues.</li> <li>● Students continue developing their note-taking skills to track complexities.</li> <li>● Students reread key parts of their books and conduct outside research when rereading doesn't help with understanding.</li> <li>● Students create a digital text recommendation to share with others.</li> </ul>	<p><b>Bend 1: The Thematic Essay</b></p> <ul style="list-style-type: none"> <li>● Students write about and reflect upon the themes they see in the texts they have chosen to write about.</li> <li>● Students learn to reread their texts more closely, paying attention to small details in critical scenes to help refine their original themes.</li> <li>● Students learn to use logical reasoning to clarify the relationship between their evidence and ideas.</li> <li>● Students search for alternative arguments and to speak back to those alternative arguments.</li> </ul> <p><b>Bend 2: The Author's Craft Essay</b></p> <ul style="list-style-type: none"> <li>● Students write about the craft an author tends to use such as word choice, syntax and literary devices.</li> <li>● Students refine their introduction and conclusion so they provide the context to the essay and so the topic feels relevant to the reader.</li> <li>● Students learn to adopt the tone of an essayist.</li> </ul> <p><b>Bend 3: The Comparative Essay</b></p> <ul style="list-style-type: none"> <li>● Students draft an essay in which they compare and contrast themes of two texts.</li> <li>● Students learn ways to decide how their compare and contrast essay may be structured.</li> </ul>

Mentor Texts	<i>Hidden Figures</i> by Margot Lee Shetterly <i>Hidden Figures</i> video clips (from the movie) <a href="#">San Quentin's Giants</a>	<i>All Summer in a Day</i> by Ray Bradbury
Wisconsin Standards for English Language Arts		
	Reading Units of Study Literary Nonfiction	Writing Units of Study The Literary Essay
Strand: Reading 6-12	R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.7, R.8.8, R.8.9	R.8.1, R.8.2, R.8.3, R.8.4, R.8.5
Strand: Speaking and Listening 6-12	SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5	SL.8.1, SL.8.2, SL.8.3, SL.8.4
Strand: Language 6-12	L.8.2, L.8.3	L.8.1, S.8.2, L.8.3, L.8.4, L.8.5, L.8.6
Strand: Writing Standards 6-12	W.8.2, W.8.4, W.8.6, W.8.7, W.8.8, W.8.9	W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9

Eighth Grade Reading and Writing Units of Study Units 5 & 6		
	Reading Units of Study Dystopian Book Clubs	Writing Units of Study Position Papers: Research and Argument
In this unit...	Students develop their skills in reading more complex fiction: analyzing symbolism, deepening character analysis, understanding story arcs and reading critically with questions in mind.	Students learn to write fair and principled arguments when tackling complex, real-world issues.
Unit GOAL The goal is to...	The goal is to build on work with reading notebooks, strengthening the ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.	The goal is to compose principled arguments by drawing on evidence, contextualizing positions, and addressing multiple perspectives.
GOALS by BEND	<p><b>Bend 1: Understanding the Dystopian Genre</b></p> <ul style="list-style-type: none"> <li>Students learn what makes the genre of dystopia unique and fascinating.</li> <li>Students study character archetypes, identify systemic obstacles and investigate symbolism.</li> </ul> <p><b>Bend 2: Investigating the Challenges of Series Reading</b></p> <ul style="list-style-type: none"> <li>Students learn to keep track of multiple plots and many characters, connecting scenes from further back in the book or a series.</li> <li>Students learn to understand elaborate character changes and notice when the meaning of symbols</li> </ul>	<p><b>Bend 1: Compose a Position Paper that Takes a Clear Position while Acknowledging Other Points of View</b></p> <ul style="list-style-type: none"> <li>Students tackle the debate whether games with fictional violence are harmful or not.</li> <li>Students weigh and evaluate evidence for both sides.</li> <li>Students compose a position paper that takes a clear position while acknowledging other points of view.</li> </ul> <p><b>Bend 2: Compose a Position Paper on a Complicated Issue</b></p> <ul style="list-style-type: none"> <li>Students tackle the debate whether child soldiers should be given amnesty.</li> </ul>

	<p>shifts or expands across a book or series.</p> <p><b>Bend 3: Connecting their Reading to the Real World</b></p> <ul style="list-style-type: none"> <li>• Students study how their books reflect the real world of their schools and communities.</li> <li>• Students reflect on how dystopian novels connect to current events by considering symbols.</li> <li>• Students look at how symbols in their books gain meaning in the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Students rethink their position as they research.</li> <li>• Students learn to work with counter arguments to be principled and fair.</li> <li>• Students learn structural choices and how to use structure to strengthen their argument and guide the reader.</li> </ul>
Mentor Texts	<p><i>Harrison Bergeron</i> by Kurt Vonnegut  <i>Ponies</i> by Kij Johnson  <a href="#">Hunger Games</a> clip 1  <a href="#">Hunger Games</a> clip 2  <a href="#">Hunger Games</a> clip 3  <i>This is Just to Say</i> poem by William Carlos Williams</p>	<p><a href="#">High Jinks Shoot Out</a> by Guy Martin  <a href="#">Unusual Normality</a> by Ishmael Beah  <i>A Long Way Gone</i> by Ishmael Beah</p>
Starter Text Sets	None	<p><a href="#">Bend 1 Text Set</a></p> <p><a href="#">Bend 2 Text Set</a></p>

### Wisconsin Standards for English Language Arts

	Reading Units of Study <b>Dystopian Book Clubs</b>	Writing Units of Study <b>Position Papers: Research and Argument</b>
Strand: Reading 6-12	R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.7, R.8.9	R.8.1, R.8.2, R.8.3, R.8.4, R.8.6, R.8.7, R.8.8, R.8.9
Strand: Speaking and Listening 6-12	SL.8.1, SL.8.2, SL.8.3, SL.8.4	SL.8.1, SL.8.2, SL.8.3, SL.8.5
Strand: Language 6-12	S.8.2, L.8.3, L.8.4	L.8.1, L.8.3, L.8.4, L.8.5, L.8.6
Strand: Writing Standards 6-12	W.8.4, W.8.5, W.8.9	W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9

### Eighth Grade Reading and Writing Units of Study Unit 7

	Writing Units of Study <b>Fantasy Creative Writing</b>
In this unit...	Students compose fantasy short stories using narrative techniques and all they know about the genre of fantasy.
Unit GOAL The goal is to...	The goal is for students to synthesize many of the writing skills they have been honing all year.

GOALS by BEND	<b>Bend 1: Collect Ideas for Fantasy and Develop a Story with Depth, Significance, and Believability</b> <ul style="list-style-type: none"> <li>● Students accumulate story ideas from the world around</li> <li>● Students consider believable settings and characters</li> <li>● Students revise and edit</li> </ul>
Mentor Texts	<a href="#">Snack Attack</a> Short
<b>Wisconsin Standards for English Language Arts</b>	
	Writing Units of Study <b>Fantasy Creative Writing</b>
Strand: Reading 6-12	R.7.3, R.7.4, R.7.5
Strand: Speaking and Listening 6-12	SL.8.1
Strand: Language 6-12	L.8.1, L.8.3, L.8.4, L.8.5, L.8.6
Strand: Writing Standards 6-12	W.8.1, W.8.2, W.8.3, W.8.4, W.8.5

\*See Next Page for Vocabulary Instruction



## Vocabulary Instruction

The Vocabulary Their Way program focuses on generative vocabulary based on Greek and Latin roots and affixes. The goal of the program is to enable students to acquire the vocabulary and vocabulary strategies critical for success in college and careers. Below is the scope and sequence for grades six through eight.

<b>Hartland-Lakeside School District Grade Six, Seven, and Eight</b>		
<b>Wisconsin Standards for English Language Arts</b>		
<b>Grade 6</b> Reading: R.6.4 Speaking and Listening: SL.6.1 Language: L.6.2, L.6.4	<b>Grade 7</b> Reading: R.7.4 Speaking and Listening: SL.7.1 Language: L.7.2, L.7.4	<b>Grade 8</b> Reading: R.8.4 Speaking and Listening: SL.8.1 Language: L.8.2, L.8.4
<b>Vocabulary Topics Introduced</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
phobia, ic fer, prot, trans stel, astr/aster, ist dict, graph, co pos/pon, com/con vert/vers, de, re scribe/script, gram ceed/ced/cess, pro post, pre, rect G\gress, re, retro fac/fec/fic/fy, ex/e bene, mal, mis ven, vent, circum man, ped, pod cosm, geo, ob/op claim/clam, ques/quir/quis voc, age/ade terre/terra/terri, ary/ory/ery term, ter vol, volv, grad	civ, pub/popul cray/crat, archy/arch duct, duc, intro mis/mit, ology/logy, ologist/logist soci, tract crit, jud, ous spec/spic, carn aud, phon, ance/ence bio, mort, anti nomin/nomen, inter, intra cred, gno, cogn prim/princ, sequ/sec pat, mat, frat urb, agr, semi cide, cis, cap doc, log, anti path, sym, syn hydr, aqu, nav graph/gram, fore vac, ciper	dem, bio, zo telo, sol, umbr pend/pens, sal chron, therm, cand leg, jur/jud/jus clud/clus, rid/ris sta/stit/sis, ism tang/tact, fid lit, plex/pli/ply sent/sens, val lau/lav, lu, flu junct, tain/ten spir/aer pel/plus, punct loq/loc, lungu, son sol, cata corp, psych, phys ject, ab, chrom typ, tort centr, meter

\*See Next Page for Grammar Instruction

## Grammar Instruction

The Patterns of Power Grammar curriculum is grounded in inquiry, collaboration, and conversation. The process invites students to explore conventions through the lenses of author's purpose and craft. Below is the scope and sequence for grades six through eight.

### Hartland-Lakeside School District Grades 6 - 8 Grammar Topics Introduced

\*2022-2023 implementation cycle

<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 6</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 7</b>	<b>Wisconsin Standards for English Language Arts Conventions of Standardized English Grade 8</b>
<p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Use of objective, subjective, possessive, and intensive pronouns</li> <li>Strategies to improve expression in conventional language</li> </ol> <p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas, parentheses, and dashes</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use quotation marks to enclose speech</li> <li>Use a colon to introduce a quotation</li> <li>Understand and use commas correctly in writing - use a comma to set off words, phrases, and clauses</li> <li>use punctuation, including parentheses</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p>	<p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Phrases and clauses</li> <li>Simple, compound, and complex sentences signaling differing relationships among ideas</li> <li>Recognizing and correcting dangling modifiers</li> </ol> <p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>Commas to separate coordinate adjectives</p> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> <li>Use a comma to separate coordinate adjectives</li> <li>Use a simple sentence with compound predicates</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Understand and use semicolons in writing</li> <li>Use semicolons to connect two closely related sentences</li> </ul>	<p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Active and passive voice verbs</li> <li>Indicative, imperative, interrogative, conditional, and subjunctive mood verbs</li> <li>Recognizing and correcting shifts in verb voice and mood</li> </ol> <p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Punctuation to recognize a pause or break</li> <li>Ellipsis to indicate an omission</li> </ol> <p><b>Author's Purpose and Craft of Sentence Usage</b></p> <ul style="list-style-type: none"> <li>Make sense of subjects in sentences and fragments</li> <li>Make sense of simple sentences</li> <li>Sentences need verbs</li> </ul> <p><b>Author's Purpose and Craft of Punctuation</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of punctuation when writing</li> <li>Use a colon to introduce a list</li> <li>Use a colon to introduce a quotation</li> <li>Use quotation marks to enclose speech</li> <li>Use an ellipsis to show omission</li> <li>Use an ellipsis to indicate a pause or break</li> </ul> <p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>Capitalize proper nouns</li> </ul>

<ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Pronouns</b></p> <ul style="list-style-type: none"> <li>● Introduction to pronouns</li> <li>● Ensure pronouns are in the possessive case</li> </ul> <p><b>Author's purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use relative pronouns to connect ideas</li> <li>● Use a comma to separate an introductory element from a sentence</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Use commas to set off nonessential/parenthetical phrases and clauses</li> </ul>	<p><b>Author's Purpose and Craft of Capitalization</b></p> <ul style="list-style-type: none"> <li>● Capitalize proper nouns</li> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Compound Sentences</b></p> <ul style="list-style-type: none"> <li>● Use compound sentences to show relationships among ideas</li> <li>● Use compound sentences to join ideas</li> <li>● Choose compound sentences to signify relationships among ideas</li> </ul> <p><b>Author's Purpose and Craft of Complex Sentences</b></p> <ul style="list-style-type: none"> <li>● Use complex sentences</li> <li>● Use subordinating conjunctions to form complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Capitalize acronyms and initials</li> </ul> <p><b>Author's Purpose and Craft of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>● Understand and use the conditional mood</li> <li>● Use commas to set off words, phrases and clauses (appositive or noun phrases)</li> </ul> <p><b>Author's Purpose and Craft of The Mood of a Verb</b></p> <ul style="list-style-type: none"> <li>● Use active and passive voice appropriately</li> <li>● Form and use verbs in the indicative mood</li> <li>● Form and use verbs in the imperative mood (commands)</li> <li>● Form and use verbs in the subjunctive mood</li> </ul>
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