As a district-wide commitment to achieve a viable curriculum for all students, **this curriculum organizer was developed to assist teacher in prioritizing standards, time, effort, and resources to maximize student learning**. Please note that recommended **pacing is 4-5 weeks per unit** and **should take the needs of students into consideration**. You will notice standards for language, speaking and listening embedded throughout the year because of their critical role in the ongoing development of literacy skills for effective communication and comprehension**.**

**All year students will:**

* **Read** and **comprehend** **literature** and **informational** text building in complexity. (R.10)
* **Write** **routinely** over varied time frames (in **all subjects**) for multiple purposes, tasks and audiences. (W.10)
* **Engage** in a range of **collaborative** **discussions** on various topics and texts to share knowledge and experiences, building upon one another’s ideas, and referring to the text for support. (SL.1)
* **Demonstrate command** of the **conventions** of Standard English including grammar, usage, and mechanics while learning ways to **use language to convey meaning** effectively. (L.1-L.3)
* Determine/clarify **meaning of grade-appropriate words** encountered through listening, reading, and use (L.4-L.6)

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| **Unit Focus & Pacing** | **Overview** | **Common Core State Standards** | | |
| **Focus** | **Embedded** | **Ongoing** |
| **Unit 1**  *4-5 Weeks*  **Questioning, Inference, and Interpretation**  **Narrative Writing** | In Unit 1 students will read and begin to analyze several texts through close reading, supporting inferences and understanding with specific textual evidence. Students will begin to build a repertoire of strategies to support comprehension including, but not limited to, annotation and highlighting. In addition, students should engage in accountable talk with peers and adults and respond to reading through writing to convey and deepen understanding of newly acquired knowledge.  Students will learn to become narrative writers and develop real or imagined experiences or events through instruction in the writing process. In their narratives students should write for a variety of audiences and purposes using effective techniques, descriptive details, and sequencing strengthening their pieces with support from adults and peers. | RL.3.1 RI.3.1 RF.3.3 W.3.3 a-d W.3.5 SL.3.1  SL.3.3 | RL.3.4  RI.3.4  RL.3.7  RI.3.7  W.3.4  L.3.1  L.3.2  L.3.6 | RL.3.10 RI.3.10  RF.3.4  W.3.10 |
| **Unit 2**  *4-5 Weeks*  **Themes and Central Ideas**  **Informative/ Explanatory Writing** | ***Unit 2 builds upon skills and concepts from Unit 1.*** Additionally, students will read texts to determine their theme or central message using key details to support their thinking. Students will also work to recount the text explaining how the theme or central message is conveyed through the key details in the text. Students will determine the main idea, recount key details and explain how they support the main idea.  In writing, students will work through the writing process to examine a topic and write to inform or explain using precise language. Writing should introduce and develop a topic using facts and details. Students should strengthen their pieces with support from adults and peers. | RL.3.2 RI.3.2 RF.3.3 W.3.2  W.3.5 SL.3.2 | RL.3.4  RL.3.5  RI.3.5  RL.3.7  RL.3.9  RI.3.9  W.3.4  SL.3.1  SL.3.6  L.3.3  L.3.4 | RL.3.10 RI.3.10  RF.3.4  W.3.10 |
| **Unit 3**  *4-5 Weeks*  **Story Elements**  **Narrative Writing** | ***Unit 3 continues to build upon skills and concepts from previous units.***  In this unit, students will work to use specific details from the text, including illustrations and inferences, to thoroughly describe a character (i.e. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Students will compare and contrast themes, settings, and plots of stories across multiple texts from the same author.  Students will continue to hone their narrative skills through instruction in the writing process and strengthen their pieces with the support of adults and peers. In their narratives, students should use effective techniques, descriptive details, and sequencing to develop experiences or events or to show the responses of characters to situations. | RL.3.3 RF.3.3 a-d W.3.3 a-d  SL.3.4  SL.3.5 | RL.3.4  RL.3.6 RL.3.7  RL.3.9  W.3.4  W.3.5  SL.3.6  L.3.5 | RL.3.1  RL.3.2  RL.3.10  RF.3.4  W.3.10 |

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| **Unit 4**  *4-5 Weeks*  **Argument and Reasoning**  **Opinion Writing** | ***Unit 4 continues to build upon skills and concepts from previous units.***  In Unit 4, students will gain a deeper understanding of how information is organized and presented. Through a variety of texts, students will determine the main idea and recount key details explaining how they support the main idea. Students will understand how authors organize their ideas and develop concepts by linking sentences across paragraphs in order to increase their reader’s comprehension.  Additionally, students will write opinion pieces on topics or texts, supporting their point of view with reasons and information. They will be able to introduce a topic or text clearly, state their opinion, and organize related ideas to support their purpose. Students will continue to utilize the writing process and strengthen their writing with support from adults and peers. | RI.3.2  RI.3.8 RF.3.3 W.3.1  W.3.5 SL.3.2  SL.3.4 | RL.3.1  RL.3.2  RI.3.3 RI.3.6  RI.3.9  W.3.6  W.3.7  W.3.8  SL.3.6 | RL.3.10 RI.3.10  RF.3.4  W.3.10  L.3.1  L.3.2  L.3.3  L.3.4  L.3.5  L.3.6 |
| **Unit 5**  *4-5 Weeks*  **Connections**  **Informative/ Explanatory Writing** | ***Unit 5 continues to build upon skills and concepts from previous units.***  Students will read informational text (historical, scientific, and technical) and use specific information to describe the relationship between events, procedures, ideas, or concepts including what happened and why. Students will determine the meaning of domain-specific words when reading and be able to use them appropriately in their writing.  Additionally, students will craft informative pieces in which they write to inform or explain a topic and convey ideas and information clearly. Student writing should introduce and develop their topic using relevant facts, details, and precise language. Students should write various types of informational texts following the writing process, strengthening their writing with support from adults and peers. Students will understand when to use formal English in their writing based on the situation/task. | RI.3.3  RI.3.8 RF.3.3  W.3.2 a-e  SL.3.4  SL.3.6 | RI.3.4 RI.3.5  RI.3.6  RI.3.7  RI.3.9  W.3.5  W.3.6  W.3.7  W.3.8 | RL.3.10 RI.3.10  RF.3.4  W.3.10  L.3.1  L.3.2  L.3.3  L.3.4  L.3.5  L.3.6 |
| **Unit 6**  *4-5 Weeks*  **Text Structures and Features**  **Informative/ Explanatory Writing** | ***Unit 6 continues to build upon skills and concepts from previous units.***  In Unit 6 students will read texts and be able to use knowledge of text features and search tools (i.e. key words, sidebars, and hyperlinks) to efficiently locate information relevant to a given topic. Students will learn to compare and contrast the most important points and key details presented in two texts on the same topic.  Additionally, students will conduct short as well as a more sustained research project in which they investigate a topic and gather relevant information. They should be able to integrate information from multiple texts on the same topic in order to write and speak about their topic knowledgeably. | RI.3.5 RI.3.9 RF.3.3 W.3.3 W.3.7 SL.3.4  SL.3.6 | RI.3.4  RI.3.7  RI.3.9  W.3.5  W.3.6  W.3.7  W.3.8 | RL.3.10 RI.3.10  RF.3.4  W.3.10  L.3.1  L.3.2  L.3.3  L.3.4  L.3.5  L.3.6 |
| **Unit 7**  *4-5 Weeks*  **Point of View/ Purpose**  **Opinion Writing** | ***Unit 7 continues to build upon skills and concepts from previous units.***  In Unit 7, students will be able to distinguish their own view from that of the narrator, characters, and/or author of a text.  In writing, students will craft opinion pieces in which they support their viewpoints with reasons and information. They will be able to introduce a topic clearly, state their opinion, and provide relevant facts and details to support their stance. Students will utilize the writing process and strengthen their writing with support from adults and peers as needed. | RL.3.6 RI.3.6 RF.3.3 W.3.1  SL.3.4  SL.3.6 | RL.3.7 RI.3.7  RL.3.9  RI.3.9  W.3.5  W.3.6  W.3.7  W.3.8 | RL.3.10 RI.3.10  RF.3.4  W.3.10  L.3.1  L.3.2  L.3.3  L.3.4  L.3.5  L.3.6 |