



Windham School District

*ELA K-12
Curriculum*

May, 2018

Windham School District
English Language Arts Curriculum

We are proud to present our newly developed and comprehensive Windham School District English Language Arts Curriculum, grades K-12. Our standards-driven curriculum represents a diligent, cooperative, and concerted effort by professionals with a multiplicity of skill sets and experiences. Our professional staff are committed to working with and supporting students in all grade levels and all ability levels. All of us have a sincere investment in the students of Windham. We have developed a curriculum that is standards-based, ensures high level, rigorous instruction, and provides a readable and user friendly document for professional and support staff, parents, and students.

We would like to extend a thank you to everyone who participated in the revision and re-writing of our new curriculum. We are proud of our accomplished work as we seek to provide optimum learning opportunities for all students in our care.

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K-5

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Kindergarten ELA – Reading

Unit Name	What	How	Why
Literature	<ul style="list-style-type: none"> • Whole group reading, author studies, access to literature through technology integration • Collaboration with media specialist to integrate lessons through library visits and media resources 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • Students will be able to decode and comprehend kindergarten fictional reading material.
Informational Text	<ul style="list-style-type: none"> • Whole group reading experiences, research of topics, access to informational text through technology integration • Collaboration with media specialist to integrate lessons through library visits and media resources 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ul style="list-style-type: none"> • Students will be able to decode and comprehend kindergarten nonfiction reading material.
Phonological Awareness (orally)	<ul style="list-style-type: none"> • Whole group phonological awareness activities • Small group centers to practice and reinforce phonological awareness skills • Read alouds 	<ul style="list-style-type: none"> • Recognize and produce rhyming words. • Blend and segment onsets and rimes of single-syllable spoken words. • 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/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> • Students will understand phonemes (sounds). • Students will understand that words are made up of sounds. • Students will understand that words can be broken down into sounds.

Print Concepts	<ul style="list-style-type: none"> • Whole group reading activities such as reading morning messages, big books, choral reading using technology integration • Guided reading in small groups 	<ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> • Students will understand the organization and basic features of print. • Students will understand the role of an author and an illustrator.
Phonics and Word Recognition	<ul style="list-style-type: none"> • Whole group instruction • Small group practice and center games to reinforce skill 	<ul style="list-style-type: none"> • Demonstrate a basic knowledge of letter sound correspondences. • Associate the long and short sounds of the five major vowels. • Read common high frequency words • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<ul style="list-style-type: none"> • Student will understand the sounds of letters and apply decoding skills to blend sounds together. • Students will apply word recognition skills to decode text.
Fluency	<ul style="list-style-type: none"> • Choral whole group reading and rereading, shared reading, partner reading, independent reading and high-frequency word practice • Read alouds with teacher modeling 	<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • Students will understand that reading with fluency will lead to comprehension.
Listening & Speaking	<ul style="list-style-type: none"> • Turn and talk peer interactions • Read aloud discussion • Shared presentation experiences • Guided reading lessons • Morning meeting • Guided math lessons 	<ul style="list-style-type: none"> • Participate in large and small group conversations with diverse partners, peers, and adults about kindergarten topics and texts. • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<ul style="list-style-type: none"> • Students will speak audibly and express thoughts, feelings, and ideas clearly. • Students will participate in collaborative conversations with peers and adults. • Students will express their ideas clearly and ask and/or answer questions

		<ul style="list-style-type: none"> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Describe familiar people, places, things and events and, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional detail. • Speak audibly and express thoughts, feelings and ideas clearly. 	effectively across content areas.
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Informational Text: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Student will read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students will build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10</p>	Transfer	
	Students will be able to determine central ideas and summarize the key supporting details and ideas to gain information.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • how to decode kindergarten nonfiction reading materials. • how to comprehend kindergarten nonfiction reading materials. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does reading informational text help you learn about the world? • Why do we read to learn?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • read and comprehend complex informational text independently and with support. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • asking and answering questions about key details in a text with prompting and support. • identifying the main topic and retelling key details of a text with prompting and support.

		<ul style="list-style-type: none"> describing the connection between two individuals, events, ideas, or pieces of information in a text with prompting and support.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Reading benchmarking Running records Listening comprehension assessments
	OTHER EVIDENCE: <ul style="list-style-type: none"> Whole group reading experiences Research of topics Access to informational text through technology integration Collaboration with media specialist to integrate lessons through library visits and media resources

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Reading Literature: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Student will read widely and deeply from among a broad range of high-quality, and increasingly challenging literary texts. Through extensive reading of stories, dramas, poems, and myths, students will gain literary and cultural knowledge. Students will acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i> RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.8 RL.K.9 RL.K.10</p>	Transfer	
	Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... <ul style="list-style-type: none"> • how to decode kindergarten fictional reading material. • students will understand how to comprehend kindergarten fictional reading material. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How does reading add meaning to your life? • Why do we read stories?
	Acquisition	
	<i>Students will know how to...</i> <ul style="list-style-type: none"> • read and comprehend complex literacy text independently and with support. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • asking and answering questions about key details in a text with prompting and support.

		<ul style="list-style-type: none"> • retelling familiar stories, including key details with prompting and support. • identifying characters, settings, and major events in a story with prompting and support.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Reading benchmarking • Running records • Listening comprehension assessments
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Whole group reading • Author studies • Access to literature through technology integration • Collaboration with media specialist to integrate lessons through library visits and media resources

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Foundational Skills: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation of phonological awareness, phonics and word recognition and fluency that will give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i></p> <p>RF.K.1 RF.K.2 RF.K.3 RF.K.4</p>	Students will be able to acquire the habits of reading independently which is essential for future reading success.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • how to identify phonemes (sounds). • how to identify that words are made up of sounds. • how to break words down into sounds. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it important to know how to read? • How do readers use strategies when text become more complex?
	<i>Acquisition</i>	

	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • read and comprehend literary and informational texts independently and with support. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • following words from left to right, top to bottom, and page by page. • recognizing that spoken words are represented in written language by specific sequences of letters. • understanding that words are separated by spaces in print. • recognizing and name all upper- and lowercase letters of the alphabet. • recognizing and produce rhyming words • blending and segmenting onsets and rimes of single-syllable spoken words. • isolating and pronouncing the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/). • adding or substituting individual sounds (phonemes) in simple, one-syllable words to make new words.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Phonics/phonemic awareness assessments • Concepts of print • Rhyming inventories • High frequency word inventories
	<ul style="list-style-type: none"> • Whole group phonological awareness activities • Small group centers to practice and reinforce phonological awareness skills • Whole group reading activities • Reading morning messages • Reading big books • Choral reading through the use of technology integration • Guided reading • Center games to reinforce phonics skills • Shared reading, partner reading, independent reading • Read alouds with teacher modeling

Kindergarten: ELA – Writing

Unit Name	What	How	Why
Narrative	<ul style="list-style-type: none"> • Reflect, retell, and write • Use various tools (letter chart, word wall) to write and share pieces 	<ul style="list-style-type: none"> • Tell a true story. • Draw, dictate and write a real-life event in sequential order. • Share writing with others and respond to suggestions and questions to revise writing. • Add details to strengthen writing. • Use digital tools to produce and publish writing. 	<ul style="list-style-type: none"> • Students will understand narrative writing tells a story in sequential order.
Informational	<ul style="list-style-type: none"> • Study and write How- to books • Share mentor texts 	<ul style="list-style-type: none"> • Participate in shared writing experiences. • Use mentor texts to model writing. • Recall and gather information to answer a question about a topic. • Draw, dictate and write How-to books/step by step. • Collaborate with peers and teachers to revise writing • Use digital tools to produce and publish writing. 	<ul style="list-style-type: none"> • Students will understand informational writing helps to answer questions and gain information about a topic.
Opinion	<ul style="list-style-type: none"> • Respond to problems we see in our world • Write persuasive letters • Create posters 	<ul style="list-style-type: none"> • State an opinion about a topic. • Draw, dictate, and write to compose opinion pieces. • Respond to suggestions from others to revise writing. • Explore digital tools to produce and publish writing. 	<ul style="list-style-type: none"> • Student will understand that opinion writing states how one feels about a topic. • Students will understand sharing opinion writing can persuade others and create a positive change. • Respond to problems we see in our world.

Language	<ul style="list-style-type: none"> • Read morning messages • Editing and revision 	<ul style="list-style-type: none"> • Print many upper and lowercase letters. • Use frequently occurring nouns and verbs. • Produce and expand complete sentences in shared language activities. • Capitalize the first word in a sentence and the pronoun I • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> • Students will apply skills in all types of writing.
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Narrative: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn to use writing as a way of demonstrating understanding and conveying real experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W. K. 3</p>	Students will be able to write narratives about real experiences or events using effective techniques, well-chosen details and well-structured event sequences.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> narrative writing tells a story in sequential order. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing help people understand the stories and events of one's life? What can a writer do to improve one's writing? How do writers select the genre of writing for a specific purpose and audience?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> produce writing in which the development, organization and style are appropriate to the task, purpose and audience. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> telling a true story. drawing, dictating and writing real-life events in sequential order. sharing writing with others and responding to

	<ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. 	<p>suggestions and questions to revise writing.</p> <ul style="list-style-type: none"> • adding details to strengthen writing. • using digital tools to produce and publish writing.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking, and creativity.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none">• Pre - and post assessment of a personal narrative
	OTHER EVIDENCE: <ul style="list-style-type: none">• Turn and talk to tell a true story• Modeled writing about personal experiences• Shared writing about group experiences• Share mentor texts• Use of anchor charts: word wall, alphabet charts, revision checklists

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Persuasive: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of subjects and conveying impacts of real life events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.K.1</p>	Students will be able to write arguments to support claims using valid reasoning and relevant details.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> that opinion writing states how one feels about a topic. sharing opinion writing can persuade others and create a positive change. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing convey an important message? How can writers improve writing to persuade readers? How do writers select the genre of writing for a specific purpose and audience?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> produce writing in which the development, organization and style are appropriate to the task, purpose and audience. develop and strengthen writing as needed by planning, revising, editing, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> stating an opinion about a topic. drawing, dictating, and writing to compose opinion pieces. responding to suggestions from others to revise writing

	rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.	• exploring digital tools to produce and publish writing.
<i>Used in Content Area Standard</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> • one to one technology, employing 21 st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Pre - and post assessment to respond to problems we see in our world (i.e. letters, posters)
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Turn and talk to share knowledge • Modeled writing in response to personal concerns • Shared writing in response to classroom concerns • Share mentor texts • Use of anchor charts: word wall, alphabet charts, revision checklists

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Informational: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Student will use writing as a way of demonstrating understanding of the subjects they are studying, and conveying real experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p>Content Standards: W.K. 2</p>	<i>Transfer</i>	
	Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> informational writing helps to answer questions and gain information about a topic. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing teach others information? What can a writer do to make one's writing more informative? How do writers select the genre of writing for a specific purpose and audience?
	<i>Acquisition</i>	
	<p>Students will know how to...</p> <ul style="list-style-type: none"> produce writing in which the development, organization and style are appropriate to the task, purpose and audience. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> participating in shared writing experiences. using mentor texts to model writing.

	<ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. • gather relevant information from multiple print and digital sources. 	<ul style="list-style-type: none"> • recalling and gathering information to answer a question about a topic. • drawing, dictating and writing How-to books/step by step. • collaborating with peers and teachers to revise writing.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Pre - and post assessment of information writing (i.e. How-to books)
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Turn and talk to share knowledge • Modeled writing about a topic • Shared writing about shared topics • Share mentor texts • Use of anchor charts: word wall, alphabet charts, revision checklists

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Language Conventions and Vocabulary: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Student will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words.</p> <p><i>Content Standards:</i> LK.1 LK.2</p>	<i>Transfer</i>	
	Students will be able to apply knowledge of language to understand how language functions.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • how to apply skills in all types of writing. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can we write in a way that helps readers understand the writing? • How do we communicate effectively?

	Acquisition	
	<i>Students will know how to...</i> <ul style="list-style-type: none"> • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • demonstrates a basic knowledge of letter sound correspondences. • associates the long and short sounds of the five major vowels. • reads common high frequency words. • distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
Used in Content Area Standards		21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none">• Use conventions checklists to assess the use of writing conventions in all genres of writing
	OTHER EVIDENCE: <ul style="list-style-type: none">• Modeled writing• Shared writing and revision using an editing checklist• Partner revision• Use of anchor charts• Word wall• Alphabet charts• Revision checklists

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Speaking and Listening: Kindergarten

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts in various domains.</p> <p><i>Content Standards:</i> SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p>	<i>Transfer</i>	
	Students will be able to be productive members of conversations where they contribute accurate, relevant information; respond to and develop what others have said.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • students will understand how to speak audibly and express thoughts, feelings, and ideas clearly. • students will understand how to participate in collaborative conversations with peers and adults. • students will understand how to express their ideas clearly and ask and/or answer questions effectively across content areas. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can asking and answering questions help us understand others? • How can we show others we are listening? • How can we show others we understand what is said or asked?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to prepare for and participate effectively in a range of conversations and collaborations with others. 	<ul style="list-style-type: none"> • turn and talk peer interactions. • read aloud discussions. • shared presentation experiences. • guided reading lessons. • morning meeting experiences. • guided math lessons.
Used in Content Area Standards	21st Century Skills	
not applicable	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> • Speaking and listening checklists • Running records/reading benchmarking
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Turn and talk peer interactions

	<ul style="list-style-type: none"> • Read aloud discussions • Shared presentation experiences • Guided reading lessons, asking and answering questions • Morning meeting sharing • Guided math lessons, asking and answering questions • Reading and writing conferencing
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Grade 1 ELA – Reading

Unit Name	What	How	Why
Literature	<ul style="list-style-type: none"> • Guided reading stories • Whole class read alouds • Reading mini-lessons • Anchor charts • Technology integration 	<ul style="list-style-type: none"> • Demonstrate understanding of key details in a text, cite specific evidence, determine central ideas or themes, summarize the key details and ideas, and analyze how and why individuals, events, and ideas develop and interact over the course of the text. 	<ul style="list-style-type: none"> • Students will be able to decode and comprehend first grade fictional reading material.
Informational Text	<ul style="list-style-type: none"> • Guided reading stories • Whole class read alouds • Reading mini-lessons • Anchor charts • Science and social studies content • Technology integration 	<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 	<ul style="list-style-type: none"> • Students will be able to decode and comprehend first grade nonfiction reading material.

Foundational Skills	<ul style="list-style-type: none"> • Word sorts • Anchor charts • Reader's theatre • Guided reading lessons • High frequency word practice • Technology integration • Whole group phonics 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. • Demonstrate understanding of spoken words, syllables and sounds. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Students will understand phonemes (sounds). • Students will understand that words are made up of sounds. • Students will understand that words can be broken down into sounds. • Students will be able to use their understanding of words and word parts to read grade level texts with expression and fluency.
Speaking and Listening	<ul style="list-style-type: none"> • Turn and talk peer interactions • Guided reading lessons/discussions • Morning meeting • Guided math lessons • Presentation Experiences • Read Aloud Discussions • Reading responses • RAZ Kids 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information. • Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. • Produce and complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • Students will participate in collaborative conversations with peers and adults. • Students will express their ideas clearly and ask/answer questions effectively across content areas.

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Reading: Literature: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.</p> <p>Students will acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i> RL.1.1 RL.1.2 RL.1.3 RL 1.4 RL. 1.5 RL. 1.6 RL. 1.7 RL. 1.9 RL. 1.10</p>	Transfer	
	Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, determine central ideas or themes of a text and analyze.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> they need to apply reading strategies to be able to decode and comprehend first grade fictional reading material. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does reading add meaning to your life? How do the central ideas or themes of stories relate to one another? How does reading help one relate to the world?
Acquisition		

	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • access how point of view or purpose shapes content and style of texts. • analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • read and comprehend complex literary texts independently and proficiently. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • demonstrating understanding of key details in a text, citing specific evidence, determining central ideas or themes, summarizing the key details and ideas, and analyzing how and why individuals, events, and ideas develop and interact over the course of the text.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Benchmark reading assessment Running records
	OTHER EVIDENCE: <ul style="list-style-type: none"> Anchor charts Shared reading Whole class read alouds Reading mini-lessons Technology integration Shared mentor texts Reading mini-lessons Guided reading groups

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Reading: Informational: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p>Students will acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RI. 1.1 RI. 1.2 RI. 1.3 RI. 1.4 RI. 1.5 RI. 1.6 RI. 1.7 RI. 1.8 RI. 1.9 RI. 1.10</p>	Transfer	
	Students will be able to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> they need to apply reading strategies to decode and comprehend first grade nonfiction reading material. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do the central ideas or themes of stories relate to one another? How can we learn from reading nonfiction stories?

	Acquisition	
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. read and comprehend complex informational texts independently and proficiently. 	<ul style="list-style-type: none"> interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Used in Content Area Standards	21st Century Skills	
<i>not applicable</i>	<p>Students will use:</p> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Benchmark reading assessment • Running records
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Guided reading groups - teacher observation (anecdotal notes) • Whole class read alouds • Reading mini-lessons • Anchor charts • Science and social studies content • Technology integration

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Reading: Foundational Skills: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will build a foundation of knowledge in phonological awareness, phonics and word recognition and fluency that will give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> RF.1.1 RF.1.2 RF.1.3 RF1.4</p>	Transfer	
	Students will be able to use phonological awareness, phonics and word recognition skills to develop fluency when reading across all content areas.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> words are made up of sounds, words can be broken down into sounds to read grade level texts with expression and fluency. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is it important to know how to read? How do readers use strategies when text becomes more complex?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> read and comprehend literary and informational texts independently and with support. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> demonstrating understanding of the organization and basic features of print. demonstrating understanding of spoken words, syllables and sounds. knowing and applying grade-level phonics and word

		analysis skills in decoding words. <ul style="list-style-type: none"> • reading with sufficient accuracy and fluency to support comprehension.
<i>Used in Content Area Standards</i>		21st Century Skills
<i>not applicable</i>		Students will use: <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Reading benchmark assessment • Running records • Phonics assessments • High frequency word assessments
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Word sorts • Anchor charts • Reader's theatre • Guided reading lessons • High frequency word practice • Technology integration • Whole group phonics • Guided small group phonics lesson - teacher observation (anecdotal notes)

Grade 1 ELA – Writing

Unit Name	What	How	Why
Narrative	<ul style="list-style-type: none"> • Small moment stories • Use various resources: word wall, writer’s checklists, peer feedback • Share mentor texts • Anchor charts • Peer editing Experiences • Guided writing Groups - adult suggestions for improving writing 	<ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Informational	<ul style="list-style-type: none"> • Students will gather relevant information from print and digital resources to inform about a topic. • Nonfiction writing • How-to writing • Pebble-Go research projects • Share mentor texts • Anchor charts • Shared research projects • Peer editing experiences • Guided writing groups - adult 	<ul style="list-style-type: none"> • Write informative and/or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • With guidance and support from adults, recall information from experiences or gather information 	<ul style="list-style-type: none"> • Students will understand that an informative text helps answer questions and gain information about a topic.

	suggestions for improving writing	from provided sources to answer a question.	
Opinion	<ul style="list-style-type: none"> • Opinion writing • Whole group lessons on fact vs. opinion • Respond to problems we see in our world • Reviews • Share mentor texts • Anchor charts • Peer editing experiences • Guided writing groups - adult suggestions for improving writing 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • Students will understand that opinion writing states how one feels about a topic with supporting reasons. • Students will understand that sharing their opinion writing can persuade others to make a positive change.

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Narrative Writing: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will learn to use writing as a way of conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.1.3 W.1.5 W1.6</p>	Transfer	
	Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> narratives develop real or imagined experiences or events. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing help people understand the stories and events of one's life? How do writers select the genre of writing for a specific purpose and audience? How do daily writing opportunities make you a stronger writer? How can writers make their writing better?

	Acquisition	
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • produce writing in which the development, organization and style are appropriate to the task, purpose and audience. • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. 	<ul style="list-style-type: none"> • writing narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed.
Used in Content Area Standards	21st Century Skills	
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Pre-Assessment - narrative story • Post-Assessment - narrative story
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Use various resources: word wall, writer's checklists, peer feedback • Share mentor texts • Anchor charts • Peer editing experiences • Guided writing groups - teacher observation (anecdotal notes)

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Persuasive Writing: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will learn to use writing as a way of offering and supporting opinions. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.1.1 W.1.5 W.1.6</p>	Transfer	
	Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> opinion writing states how one feels about a topic with supporting reasons. sharing their opinion writing can persuade others to make a positive change. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing convey an important message? How can writers improve writing to persuade readers? How do writers select the genre of writing for a specific purpose and audience? How do daily writing opportunities make you a stronger writer?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> produce writing in which the development, organization and style are appropriate to the task, purpose and audience. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> writing opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for

	<ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. 	<p>the opinion, and provide some sense of closure.</p> <ul style="list-style-type: none"> • focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed with guidance and support from an adult.
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Pre-Assessment - opinion writing • Post-Assessment - opinion writing
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Opinion writing • Whole group lessons on fact vs. opinion

	<ul style="list-style-type: none"> • Respond to problems we see in our world • Writing reviews • Share mentor texts • Anchor charts • Peer editing experiences • Guided writing groups - adult observation (anecdotal notes)
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Informational Writing: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn to use writing as a way of offering and demonstrating understanding of the subjects they are studying. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.1.2 W.1.5 W.1.6 W.1.7 W.1.8</p>	Transfer	
	Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> an informative text helps answer questions and gain information about a topic. they can gather relevant information from print and digital resources to inform about a topic. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can writing teach others information? What can a writer do to make one's writing more informative? How do writers select the genre of writing for a specific purpose and audience? How do daily writing opportunities make you a stronger writer?
	Acquisition	
	<p><i>Students will know how to ...</i></p> <ul style="list-style-type: none"> produce writing in which the development, organization and style are appropriate to the task, purpose and audience. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> writing informative and/or explanatory texts in which they name a topic, supplying some facts about

	<ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the internet, to produce and publish writing and to interact and collaborate with others. • write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences. • conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • draw evidence from literary or informational texts to support analysis, reflection and research. 	<p>the topic, and providing some sense of closure.</p> <ul style="list-style-type: none"> • focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed. • participating in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • recalling information from experiences or gathering information from provided sources to answer a question with guidance and support from adults.
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Pre-Assessment - nonfiction writing Final draft nonfiction writing Pre-Assessment - How-to writing Final draft How-to writing Technology-integration research project
	OTHER EVIDENCE: <ul style="list-style-type: none"> Guided writing groups - teacher observation (anecdotal notes) Mentor text activities and organizers Drafting of informative writing Share mentor texts Anchor charts Shared research projects Peer editing experiences

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Language Conventions/Vocabulary: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Student will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words.</p> <p><i>Content Standards:</i></p> <p>L.1.1 L.1.2 L.1.4 L.1.5 L.1.6</p>	Transfer	
	Students will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> that it is important to use proper conventions of standard English grammar and usage when writing or speaking. how to use words appropriately when speaking, writing and responding to text read aloud. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can we write and speak in way that helps people understand? How do readers apply context clues and vocabulary to comprehend?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> printing all uppercase and lower case letters. using nouns pronouns, verbs, adjectives, conjunctions,

	<ul style="list-style-type: none"> • determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • demonstrate understanding of word relationships and nuances in word meanings with guidance and support from adults. • use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 	<p>determiners and prepositions properly.</p> <ul style="list-style-type: none"> • using proper punctuation and capitalization when writing. • using context to determine meaning of words when reading or responding to text
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Reading benchmark assessments • Running records • Writing benchmark assessments
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Editing & revision using writer's checklists • Center work • Teacher conferences • Peer editing experiences • Guided reading lessons • Morning meeting • Guided math lessons • Presentation experiences • Read aloud discussions • Morning message • Turn and talk peer interactions • Presentation experiences • Read aloud discussions • Written/verbal reading responses

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Speaking and Listening: Grade 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and share ideas in various domains.</p> <p><i>Content Standards:</i> SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6</p>	Transfer	
	Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • how to participate in collaborative conversations with peers and adults. • how to express their ideas clearly and ask/answer questions effectively across content areas. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can we communicate clearly when working with others? • How can collaborative conversations build upon ideas?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • presenting information, findings and supporting evidence such that listeners can follow the line of reasoning and organization, development, and

	<p>and adults in small and larger groups.</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text read aloud or information presented orally or through other media. • ask and answer questions about what a speaker says in order to gather additional information. • describe people, places, things and events with relevant details, expressing ideas and feelings clearly. • add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. • produce and complete sentences when appropriate to task and situation. 	<p>style are appropriate to task, purpose and audience.</p> <ul style="list-style-type: none"> • making strategic use of digital media and visual displays of data to express information and enhance understanding or presentations. • adapting speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Speaking/listening checklist • Reading benchmark assessment • Running records
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Turn & talk peer interactions • Guided reading lessons: group discussions • Morning meeting • Guided math lessons • Presentation experiences • Read aloud discussions • Reading responses

Grade 2 ELA – Reading

Unit Name	What	How	Why
Reading Literature	<ul style="list-style-type: none"> • Guided reading stories • Whole class read alouds • Reading mini-lessons • Anchor charts • Literature circles • Technology integration 	<ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges. • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> • Students will be able to decode and comprehend second grade fictional reading material.
Reading Informational Text	<ul style="list-style-type: none"> • Guided reading stories 	<ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 	<ul style="list-style-type: none"> • Students will be able to

	<ul style="list-style-type: none"> • Whole class read alouds • Reading mini-lessons • Anchor charts • Science and Social Studies content • Technology integration 	<ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic. • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words. 	<p>decode and comprehend second grade non-fictional reading material.</p>
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<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> • Word sorts • Anchor charts • Spelling checks • Readers theaters • Guided reading lessons • High frequency word practice • Technology integration 	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • Use adjectives and adverbs, and choose between them depending on what is to be modified. 	<ul style="list-style-type: none"> • Students will be able to use their understanding of words and word parts to read with expression and fluency.
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		<ul style="list-style-type: none"> • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>). • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). 	
Speaking and Listening	<ul style="list-style-type: none"> • Literacy circles • Turn and talk peer interactions • Biography presentations • Guided reading • Morning meeting shares • Guided math 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. • Build on others' talk in conversations by linking their comments to the remarks of others. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 	<ul style="list-style-type: none"> • Students will be able to demonstrate appropriate vocabulary, turn taking, and staying on topic during conversations.

		<ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) 	
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Windham School District Curriculum

Reading: Literature: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will be able to read widely and deeply from among a broad range of high-quality, increasingly challenging literary text. Through extensive reading of stories, dramas, and poems from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.8 RL.2.9</p>	Transfer	
	Students will be able to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas, and analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • good readers decode and comprehend fictional reading material. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can we become the kinds of readers who understand the message and details from fictitious texts? • What makes reading worth reading, and why should we do it? • How does reading fluently and with expression help us understand what we are reading?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • analyze the structure of texts, including how specific sentences, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • asking and answering questions such as <i>who, what,</i>

	<p>paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> • assess how point of view shapes the content and style of a text. • integrate and evaluate content presented in diverse media • analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 	<p><i>where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • recounting stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • describing how characters in a story respond to major events and challenges. • describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • acknowledging differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • comparing and contrasting two or more versions of the same story (e.g., Cinderella
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		<p>stories) by different authors or from different cultures.</p> <ul style="list-style-type: none"> • reading and comprehending literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Used in Content Area Standards		21st Century Skills
not applicable		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Benchmark reading assessment • Running records
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Guided reading stories • Whole class read alouds • Reading mini-lessons • Anchor charts • Anecdotal notes • Technology integration

Windham School District Curriculum

Reading: Informational Text: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.8</p>	<i>Transfer</i>	
	Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> good readers decode and comprehend nonfiction reading material. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can we become the kind of reader who learns information about the world from books? What strategies help us to understand a nonfiction text? How does understanding the meaning of words help us comprehend nonfiction text?
	<i>Acquisition</i>	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> assess how purpose shapes the content and style of a text. integrate and evaluate content presented in diverse media. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> asking and answering questions, such as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.

	<ul style="list-style-type: none"> • analyze how two or more texts address similar topics in order to build knowledge or to compare the approaches the authors take. 	<ul style="list-style-type: none"> • identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • determining the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. • knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • identifying the main purpose of a text, including what the author wants to answer, explain, or describe. • explaining how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • describing how reasons support specific points the author makes in a text. • comparing and contrasting the most important points presented by two texts on the same topic. • by the end of year, reading and comprehend informational texts,
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		including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <ul style="list-style-type: none"> • using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Benchmark reading assessment • Running records
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Guided reading stories • Whole class read alouds • Reading mini-lessons • Anchor charts • Anecdotal notes • Science and social studies content • Technology integration

Windham School District Curriculum

Reading: Foundational Skills: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will read widely and deeply from among a broad range of high-quality, increasingly challenging texts. Students can only gain the necessary foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RF2.3 RF2.4</p>	<i>Transfer</i>	
	Students will be able to read and comprehend complex literary and informational texts independently and proficiently.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> good readers are able to use their understanding of words and word parts to read with expression and fluency. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can we become a strong, independent reader who sets and meets goals and who recognizes and problem solves when something in the reading doesn't make sense? How does understanding parts of a word help us to decode them?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and <i>analyze how specific word choices shape meaning or tone.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> knowing and applying grade-level phonics and word analysis skills in decoding words. distinguishing long and short vowels when reading regularly spelled one-syllable words knowing spelling-sound correspondences for additional common vowel teams.

		<ul style="list-style-type: none"> • decoding regularly spelled two-syllable words with long vowels. • decoding words with common prefixes and suffixes. • identifying words with inconsistent but common spelling-sound correspondences. • recognizing and reading grade-appropriate irregularly spelled words. • reading with sufficient accuracy and fluency to support comprehension • reading grade-level text with purpose and understanding. • reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • using context to confirm or self-correct word recognition and understanding, rereading as necessary. • demonstrating command of the conventions of standard English grammar and usage when writing or speaking. • using collective nouns (e.g., <i>group</i>). • forming and using frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
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		<ul style="list-style-type: none"> • using reflexive pronouns (e.g., <i>myself, ourselves</i>). • forming and using the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • using adjectives and adverbs, and choose between them depending on what is to be modified. • producing, expanding, and rearranging complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>) • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • using sentence-level context as a clue to the meaning of a word or phrase. • determining the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). • using a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
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		<ul style="list-style-type: none"> using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Spelling check Writing rubric

Grade 2 ELA – Writing

Unit Name	What	How	Why
Narrative	<ul style="list-style-type: none"> • Small moment stories • Reflect and revise using mentor author guides • Use various resources (e.g. word wall, editor's checklist, peer feedback) to complete a published piece. 	<ul style="list-style-type: none"> • Write narratives in which they recount a well-elaborated event or short sequence of events, which include: details to describe actions, thoughts, and feelings, use temporal words to signal event order, provide a sense of closure • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • Students will be able to recount, elaborate, revise and edit when relaying a personal story.
Informational	<ul style="list-style-type: none"> • Lab reports • Biography reports • How to booklet • Research project 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, provide a concluding statement or section. • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • Recall information from experiences or gather information from provided sources to answer a question. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	<ul style="list-style-type: none"> • Students will be able to use their observation skills and/or fact gathering to teach others about a topic.

		<ul style="list-style-type: none"> • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Capitalize holidays, product names, and geographic names. 	
Opinion	<ul style="list-style-type: none"> • Letter writing • Responding to literature and informational text • Reviews (e.g. favorite restaurant, sport...) 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect (e.g., <i>because</i>, <i>and</i>, <i>also</i>) opinion and reasons, provide a concluding statement or section. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use commas in greetings and closings of letters • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). 	<ul style="list-style-type: none"> • Students will be able to present and defend their viewpoints by stating clear opinions and supporting these ideas with evidence.

		<ul style="list-style-type: none"> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	
Poetry	<ul style="list-style-type: none"> Haiku List Free verse Frame poem Story poem Conversation poem Reflect and revise using mentor author guides 	<ul style="list-style-type: none"> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Demonstrate understanding of word relationships and nuances in word meanings. 	<ul style="list-style-type: none"> Students will be able to develop an appreciation of language by exploring voice, structure, word choice, and sensory detail.

		<ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). • Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 	
Language	<ul style="list-style-type: none"> • Morning Messages • Edit and revise writing with the support of a checklist • Peer editing • Center work • Teacher conferences 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use an apostrophe to form contractions and frequently occurring possessives. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). 	<ul style="list-style-type: none"> • Students will apply previously taught skills to various types of writing.

		<ul style="list-style-type: none"> • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). 	
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Windham School District Curriculum

Writing: Narrative: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will learn to use writing as a way of conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.2.3 W.2.5 W.2.6 W.2.8</p>	<i>Transfer</i>	
	Students will be able to write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> writers write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What types of experiences make an effective personal narrative? What strategies can you use to make writing come alive for a reader? What are the reasons that we create narratives of our experiences?
	<i>Acquisition</i>	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. develop and strengthen writing as needed by planning, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> writing narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event

	<p>revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • use technology, including the internet, to produce and publish narrative writing and to interact and collaborate with others. 	<p>order, and providing a sense of closure</p> <ul style="list-style-type: none"> • with guidance and support from adults and peers, focusing on a topic and strengthening writing as needed by revising and editing. • with guidance and support from adults, using a variety of digital tools to produce and publish writing, including in collaboration with peers. • demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. • generalizing learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). • consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Pre - and post writing prompts
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Small moment stories • Use various resources: word wall, writer's checklists, peer feedback • Share mentor texts • Anchor charts • Peer editing experiences • Guided writing groups

Windham School District Curriculum

Writing: Persuasive: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will learn to use writing as a way of offering and supporting opinions. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.2.1 W.2.5 W.2.6 W.2.8</p>	<i>Transfer</i>	
	Students will be able to write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> writers write arguments to support claims using valid reasoning and relevant and sufficient evidence. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do we write in a way that convinces our readers that our ideas have value? How can we write a convincing text that inspires others to take action?

Acquisition		
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • use technology, including the Internet, to produce and publish persuasive writing and to interact and collaborate with others. 	<ul style="list-style-type: none"> • writing opinion pieces in which they introduce the topic or book they are writing about, stating an opinion, supplying reasons that support the opinion, using linking words to connect (e.g., <i>because</i>, <i>and</i>, <i>also</i>) opinion and reasons, and providing a concluding statement or section. • with guidance and support from adults and peers, focusing on a topic and strengthening writing as needed by revising and editing. • with guidance and support from adults, using a variety of digital tools to produce and publish writing, including in collaboration with peers. • recounting or describing key ideas or details from a text read aloud or

		<p>information presented orally or through other media.</p> <ul style="list-style-type: none"> • demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. • using commas in greetings and closings of letters. • generalizing learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). • consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none">• Pre - and post writing prompts
	OTHER EVIDENCE: <ul style="list-style-type: none">• Opinion writing• Whole group lessons on fact vs. opinion• Respond to problems we see in our world• Reviews• Share mentor texts• Anchor charts• Peer editing experiences• Guided writing groups

Windham School District Curriculum

Writing: Informational: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will learn to use writing as a way of demonstrating understanding of the subjects they are studying. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to informational sources. Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i></p> <p>W.2.2 W.2.5 W.2.6 W.2.7 W.2.8</p>	Transfer	
	Students will be able to write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> writers write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What type of organizational structures do nonfiction writers use to best inform the reader? How can we use information gained through research to show our expanding knowledge? How does the relationship between researching and writing provoke deeper thinking?
	Acquisition	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately. conduct short as well as more sustained research projects based on 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> writing informative/explanatory texts in which they introduce a topic, using facts and definitions to develop points, and providing a concluding statement or section.

	<p>focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> gather relevant information from multiple sources. 	<ul style="list-style-type: none"> participating in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). recalling information from experiences or gathering information from provided sources to answer a question. with guidance and support from adults and peers, focusing on a topic and strengthening writing as needed by revising and editing. with guidance and support from adults, using a variety of digital tools to produce and publish writing, including in collaboration with peers. demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. generalizing learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.
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		<ul style="list-style-type: none"> capitalizing holidays, product names, and geographic names.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> ne to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Pre - and post writing prompts

Windham School District Curriculum

Writing: Language Conventions & Vocabulary: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will demonstrate the use of conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.</p> <p><i>Content Standards:</i> L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6</p>	Transfer	
	Students will be able to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> when speaking and writing they need to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening and demonstrate independence in gathering vocabulary knowledge when encountering an unknown word or phrase. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is it important to have command of Standard English conventions? How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively? How does the message change when capitalization, punctuation, or spelling is incorrect?

Acquisition		
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues. • demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • demonstrating command of the conventions of standard English grammar and usage when writing or speaking. • using collective nouns (e.g., <i>group</i>). • forming and using frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • using reflexive pronouns (e.g., <i>myself, ourselves</i>). • forming and using the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • using adjectives and adverbs, and choose between them depending on what is to be modified. • producing, expanding, and rearranging complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). • demonstrating command of the conventions of standard English capitalization,

		<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • using an apostrophe to form contractions and frequently occurring possessives. • determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • using sentence-level context as a clue to the meaning of a word or phrase. • determining the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). • using a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
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<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Writing rubric • Spelling checks
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Daily work • Morning messages • Guided reading notes • Anchor charts • Content area projects

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Speaking and Listening: Grade 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p> <p>Students will use digital texts with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.</p> <p><i>Content Standards:</i></p> <p>SL2.1 SL2.2 SL2.3 SL2.4 SL2.5. SL2.6</p>	Transfer	
	Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> students will be able to demonstrate appropriate vocabulary, turn taking, and staying on topic during conversations. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How should we organize our thoughts and ideas so people understand what we are saying? How do words and their uses influence what we say? How should we adjust our speaking to communicate effectively with different audiences?
Acquisition		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> integrate and evaluate information presented in diverse formats. evaluate a speaker's point of view and reasoning. 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> participating in collaborative conversations with diverse partners about grade 2 topics and texts with peers

	<ul style="list-style-type: none"> • present information, findings, and supporting evidence such that listeners can follow the line of reasoning. • adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	<p>and adults in small and larger groups.</p> <ul style="list-style-type: none"> • building on others' talk in conversations by linking their comments to the remarks of others.
Used in Content Area Standards		21st Century Skills
not applicable		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Rubric
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Turn and talk peer interactions • Guided reading lessons/discussions • Morning meeting • Guided math lessons • Presentation Experiences • Read Aloud Discussions • Reading responses • RAZ Kids

Grade 3 ELA – Reading

Unit Name	What	How	Why
Foundational Skills: Phonics and Word Recognition and Fluency	<ul style="list-style-type: none"> • Phonics patterns • Word sorts • Prefixes and suffixes • Root words • Syllables • Irregularly spelled words (“oddballs”) • Accuracy • Rate • Expression • Self-monitor • Punctuation • Quotation marks 	<ul style="list-style-type: none"> • Apply basic phonological rules to decode text. • Break words into syllables to decode multi-syllabic words. • Read grade appropriate irregularly spelled words. • Identify and know the meaning of the most common word parts and apply them to unfamiliar words. • Read grade level texts fluently (accuracy, rate, expression). • Self-monitor and reread as necessary. • Apply strategies to read fluently. 	<ul style="list-style-type: none"> • Students will apply phonics and word analysis to decode words. • Students will read accurately and fluently to support comprehension of a text.
Literature	<ul style="list-style-type: none"> • NWEA Fountas and Pinnell Benchmarks • Lucy Calkins Pre - and Post Assessments • SAS • Harcourt Brace Basal • Reading A –Z • Novel studies • Guided reading • Teacher conferences 	<ul style="list-style-type: none"> • Identify story elements. • Sequence events (cause and effect). • Infer about the text using verbal and nonverbal (illustrations) context clues. • Predict what will happen next in a story. • Analyze narrative elements and their impact on the text. • Summarize texts from a variety of genres using explicit details. 	<ul style="list-style-type: none"> • Students will apply strategies to comprehend texts. • Students will understand a variety of genres including stories, dramas, and poems. • Students will meaningfully respond to text to demonstrate comprehension.

		<ul style="list-style-type: none"> • Recognize general traits of different genres. • Determine message, lesson, moral, or theme of a text. • Determine the point of view of the text and compare/contrast it with their own. • Provide details/ evidence from a text to support a reading response. • Cite evidence and supporting details while responding to a text using words such as, “In this chapter,” referring to a page number, or quoting a text. 	
Informational Text	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Reading A – Z • Fountas and Pinnell non-fiction benchmarks • Lucy Calkins informational reading unit • Inspire Science trade books • Teacher conferences 	<ul style="list-style-type: none"> • Explain events, procedures, ideas, or concepts in the text. • Identify text structure. • Compare/contrast two different texts on the same topic. • Explain information presented visually, orally, or quantitatively. • Synthesize across two or more texts. • Identify author’s purpose. 	<ul style="list-style-type: none"> • Students will know how the main events, ideas and individuals interact over the course of a text. • Students will be able to summarize the main idea of a text. • Students will know if they understand the text and use strategies to do so. • Students will comprehend complex informational texts independently and proficiently. • Students will know that point of view or purpose shape the content and style of a text.

			<ul style="list-style-type: none"> • Students will use diverse media to help integrate knowledge and ideas. • Students will be able to synthesize across two or more texts. • Students will use text features to assist in understanding information.
Speaking and Listening	<ul style="list-style-type: none"> • Oral presentations • Conferences (peer & teacher) • Class discussion 	<ul style="list-style-type: none"> • Communicate orally with proper grammar. • Communicate in an organized, concise manner with facts and descriptive details. • Adjust speech, pace and volume to verbally communicate. • Utilize digital media and visual displays to enhance presentations. 	<ul style="list-style-type: none"> • Students will know that speaking with proper grammar will allow the listener to better understand. • Students will retell a topic or story in an organized manner using descriptive details. • Students will speak clearly at an appropriate pace for engagement of formal and informal audiences. • Students will speak in complete sentences for clarification.

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Reading: Literature: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.8 RL.3.9 RL.3.10</p>	<i>Transfer</i>	
	<i>Students will be able to comprehend and respond to reading literature.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • in order to respond to literature, they will need to make connections and analyze story elements. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How will understanding characters' traits help my understanding of a literary text? • How can I use story elements (characters, setting, problem, resolution, plot) to help understand a story? • How can I make a connection to a literary story?
	<i>Acquisition</i>	

	<p>Students will know...</p> <ul style="list-style-type: none"> • students will apply strategies to comprehend texts. • students will understand a variety of genres including stories, dramas, and poems. • students will meaningfully respond to text to demonstrate comprehension. 	<p>Students will be skilled at ...</p> <ul style="list-style-type: none"> • identify story elements. • Sequence events (cause and effect). • infer about the text using verbal and nonverbal (illustrations) context clues. • predict what will happen next in a story. • analyze narrative elements and their impact on the text. • summarize texts from a variety of genres using explicit details. • recognize general traits of different genres. • determine message, lesson, moral, or theme of a text. • determine the point of view of the text and compare/contrast it with their own. • provide details/ evidence from a text to support a reading response. • cite evidence and supporting details while responding to a text using words such as, "In this chapter," referring to a page number, or quoting a text.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • NWEA • Fountas and Pinnell Benchmarks • Lucy Calkins Pre - and Post Assessments • SAS • Select Harcourt basal story assessments
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Reading group assignments • Running records • Oral reading fluency

Windham School District Curriculum

Informational: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10</p>	<i>Transfer</i>	
	Students will be able to read and understand informational text.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>using text features</i> in an informational text allows them to gain a deeper understanding of the information. • students will understand that using different types of non-fiction texts helps them synthesize information across texts. • students will understand that knowing how a text is organized helps them gain a deeper understanding of the information. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can I use text features to understand information? • How can I blend information from two different sources on the same topic to deepen my understanding? • How can knowing how a text is organized help me understand the information better?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how the main events, ideas and individuals interact over the course of a text. • students will be able to summarize the main idea of a text. • if they understand the text and use strategies to do so. • students will comprehend complex informational texts independently and proficiently. • that point of view or purpose shape the content and style of a text. • students will use diverse media to help integrate knowledge and ideas. • students will be able to synthesize across two or more texts. • students will use text features to assist in understanding information. 	<ul style="list-style-type: none"> • explaining events, procedures, ideas, or concepts in the text. • identifying text structure. • comparing/contrasting two different texts on the same topic. • explaining information presented visually, orally, or quantitatively. • synthesizing across two or more texts. • identifying author's purpose.

<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Lucy Calkins Pre - and Post Assessments Reading A – Z Fountas and Pinnell non-fiction benchmarks Teacher conferences SAS
	OTHER EVIDENCE: <ul style="list-style-type: none"> Reading group assignments Science and Social Studies Articles Mini-lessons & independent work

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Foundational Skills: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RF.3.3 RF.3.4</p>	Transfer	
	Students will be able to read texts fluently.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • knowing how to decode words and understand spelling patterns can help them read more fluently and accurately. • being able to read fluently helps them gain a deeper understanding of texts. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can knowing how to decode words help me read more fluently? • How can reading fluently help me to better understand a text?
	• Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • students will apply phonics and word analysis to decode words. • students will read accurately and fluently to support comprehension of a text. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • applying basic phonological rules to decode text. • breaking words into syllables to decode multi-syllabic words.

		<ul style="list-style-type: none"> • reading grade appropriate irregularly spelled words. • identifying and know the meaning of the most common word parts and apply them to unfamiliar words. • reading grade level texts fluently (accuracy, rate, expression). • self-monitoring and rereading as necessary. • applying strategies to read fluently.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Phonics patterns • Word sorts • Prefixes and suffixes • Root words • Syllables • Irregularly spelled words (“oddballs”) • Accuracy • Rate • Expression • Self-monitor • Punctuation • Quotation marks
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Words Their Way • Story Vocabulary • Running Records

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Speaking and Listening: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said, make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p> <p>New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.</p> <p><i>Content Standards:</i> SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6</p>	<i>Transfer</i>	
	Students will be able to speak and listen at an appropriate pace and volume.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • coming prepared to a discussion will improve their oral performance. • students will understand that knowing how to speak using proper grammar allows for an audience to understand them better. • students will understand that including a main idea and supporting details help them recall a story or present an idea in an organized way. • students will understand that listening to speakers 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can I prepare myself for a discussion or oral presentation? • How can I speak so my audience understands me? • How can I present my story or information in an organized way? • To whom or what could I listen, to learn more information?

	or audio tools is another way to learn information.	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • that speaking with proper grammar will allow the listener to better understand. • students will retell a topic or story in an organized manner using descriptive details. • students will speak clearly at an appropriate pace for engagement of formal and informal audiences. • students will speak in complete sentences for clarification. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • communicating orally with proper grammar. • communicating in an organized, concise manner with facts and descriptive details. • adjusting speech, pace and volume to verbally communicate. • utilizing digital media and visual displays to enhance presentations.
Used in Content Area Standards		21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Oral presentations • Conferences (peer & teacher) • Class discussions
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Morning meeting • Public speaking activities • Small group projects • Inquiry experiments • Classroom debates

Grade 3 – Writing

Unit Name	What	How	Why
Persuasive	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's Notebook entries • Teacher Conferences 	<ul style="list-style-type: none"> • Practice and expand knowledge on the steps of the writing process. • Utilize digital word processing tools. • Engage in discussions to help revise and promote growth as writers. • Write to convey opinions with support. • Utilize graphic organizers to help plan thesis, lead, support and conclusion. • Strengthen and elaborate on word choice and transition words through revision with teachers and peers. • Edit final pieces for appropriate language rules, conventions and punctuation. • Respond and discuss examples of persuasive and opinion writing. 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish). • Students will utilize technology to produce and publish work. • Students will collaborate with peers in the planning, revising and editing process of writing. • Students will create a strong thesis (claim) with organized support and details. • Students will write an effective lead and conclusion. • Students will use linking words and phrases to connect opinion and reasons • Students will practice utilizing conventions of grammar and usage when writing. • Students will use spelling patterns when writing words.
Informational	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's notebook entries 	<ul style="list-style-type: none"> • Practice and expand knowledge of the steps of writing process. 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan,

	<ul style="list-style-type: none"> • Teacher conferences 	<ul style="list-style-type: none"> • Utilize digital word processing tools. • Engage in discussions to help revise and promote growth as writers. • Utilize graphic organizers to help plan thesis, lead, support and conclusion. • Strengthen and elaborate on word choice and transitions through revision with teachers and peers. • Edit final pieces for appropriate language rules, conventions and punctuation. • Write informational texts to explain or convey ideas or information. • Edit final pieces for appropriate language rules, conventions and punctuation. • Incorporate text features into writing like headings, pictures and captions into writing. 	<p>organize, rehearse, draft, revise, edit, publish).</p> <ul style="list-style-type: none"> • Students will utilize technology to produce and publish work. • Students will collaborate with peers in the planning, revising and editing stages of writing. • Students will write an effective lead and conclusion. • Students will be able to research and incorporate resources to develop an informational piece • Students will know how to find, research, and organize their research by taking notes, summarizing, and categorizing their information with graphic organizers. • Students will be able to convey information through writing • Students will be able to incorporate text features into their writing (headings, pictures, captions, diagrams, etc.) • Students will be able to utilize author's craft techniques (comparisons, figurative language,
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			<p>flashbacks, etc.) to enhance their writing</p> <ul style="list-style-type: none"> • Students will use deliberate word choice to convince their audience and assist with transitions in writing. • Students will create a table of contents to organize and sequence their writing. • Students will practice utilizing conventions of grammar and usage when writing. • Students will use spelling patterns when writing words.
Narrative	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's notebook entries • Teacher conferences 	<ul style="list-style-type: none"> • Practice and expand knowledge on the steps of the writing process. • Utilize digital word processing tools. • Engage and revise writing in discussions that help promote their growth as writers. • Develop characters with traits. • Strengthen and elaborate on writing through revision with teachers and peers. • Edit final pieces for language rules, conventions, and punctuation. • Embed the heart of the story through all major parts of narrative writing (introduction, body, and conclusion). 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, and publish) • Students will utilize technology to produce and publish work. • Students will collaborate with peers with the planning, revising, and editing stages of writing • Students will sequence writing events using transitions. • Students will include dialogue to show response of characters to situations.

		<ul style="list-style-type: none"> • Use specific word choice to enhance the sentences and structure of writing. • Use dialogue and sensory details to elaborate. • Utilize graphic organizers to help plan. • Collaborate with peers in stages of the writing process. • Create a strong lead and conclusion. 	<ul style="list-style-type: none"> • Students will practice utilizing conventions of grammar and usage when writing. • Students will use spelling patterns when writing words.
Language-Vocabulary Acquisition and Use	<ul style="list-style-type: none"> • Harcourt Brace Basal Assessments • Reading A-Z Assessments • NWEA 	<ul style="list-style-type: none"> • Utilize appropriate resources to determine meaning of unknown words (glossary, dictionary, thesaurus, etc.). • Apply and understand related words and their use when writing. • Demonstrates knowledge of figurative language (similes, metaphors, alliteration, onomatopoeia, personification, hyperbole, idioms). 	<ul style="list-style-type: none"> • Use context clues to establish word meaning. • Determine meaning of words using known parts (root words, prefix, suffix, affix, etc.) • Use tools to determine meaning of unknown words. • Demonstrate understanding of figurative language.

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Narrative Writing: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.3.3.A W.3.3.B W.3.3.C W.3.3.D</p>	Transfer	
	Students will be able to write a narrative about a real experience or event.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • working through the writing process helps them build their own pieces of narrative writing. • that using transitions and sequence allows them to create a completed narrative. • that using dialogue and description will help show their characters' reactions and responses. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can working through the writing process help me improve my story? • How can I organize this event or experience to make a better story? • How can I show how my character responds to different situations?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, and publish) • students will utilize technology to produce and publish work. • students will collaborate with peers with the planning, revising, and editing stages of writing • students will sequence writing events using transitions. • students will include dialogue to show response of characters to situations. • students will practice utilizing conventions of grammar and usage when writing. • students will use spelling patterns when writing words. 	<ul style="list-style-type: none"> • practicing and expanding knowledge on the steps of the writing process. • utilizing digital word processing tools • engaging and revising writing in discussions that help promote their growth as writers • developing characters with traits • strengthening and elaborating on writing through revision with teachers and peers. • editing final pieces for language rules, conventions, and punctuation. • embedding the heart of the story through all major parts of narrative writing (introduction, body, and conclusion). • using specific word choice to enhance the sentences and structure of writing • using dialogue and sensory details to elaborate.

		<ul style="list-style-type: none"> utilizing graphic organizers to help plan. collaborating with peers in stages of the writing process. creating a strong lead and conclusion.
Used in Content Area Standards		<ul style="list-style-type: none"> 21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> Lucy Calkins Pre - and Post Assessments Writer's notebook entries Teacher conferences SAS
	OTHER EVIDENCE: <ul style="list-style-type: none"> Text dependent responses Rough drafts Graphic organizers Mentor texts Lucy Calkins student exemplars

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Persuasive Writing: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i></p> <p>W.3.1 W.3.1.A W.3.1.B W.3.1.C W.3.1.D</p>	<i>Transfer</i>	
	Students will be able to follow the writing process to produce persuasive writing pieces.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • working through the writing process helps them build their own pieces of opinion writing. • how to revise, edit, and publish pieces of writing. • the importance of constructing a strong thesis to help guide the organization of their writing. • how to use strong word choice to persuade their audience. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can I work through the writing process to build a persuasive piece of writing? • How can I revise, edit and publish my piece of writing efficiently? • How can a strong thesis help guide me to organize my writing? • How can using strong word choice help me to persuade my audience?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • the writing process (plan, organize, rehearse, draft, revise, edit, publish). • how to utilize technology to produce and publish work. • how to collaborate with peers in the planning, revising and editing process of writing. • how to create a strong thesis (claim) with organized support and details. • how to write an effective lead and conclusion. • how to use linking words and phrases to connect opinion and reasons • how to utilize conventions of grammar and usage when writing. • to use spelling patterns when writing words. 	<ul style="list-style-type: none"> • practicing and expanding knowledge on the steps of the writing process. • utilizing digital word processing tools • engaging in discussions to help revise and promote growth as writers. • writing to convey opinions with support. • utilizing graphic organizers to help plan thesis, lead, support and conclusion. • strengthening and elaborating on word choice and transition words through revision with teachers and peers. • editing final pieces for appropriate language rules, conventions and punctuation. • responding and discussing examples of persuasive and opinion writing

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's notebook entries • Teacher conferences
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Text dependent responses • Rough drafts • Graphic organizers • Mentor texts • Lucy Calkins student exemplars

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Informational Writing: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i> W.3.2.A W.3.2.B W.3.2.C W.3.2.D</p>	<i>Transfer</i>	
	Students will be able to write an informational piece that examines a topic or conveys an idea.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> working through the writing process helps them improve their own informational writing. introducing a topic with facts, definitions, details, and illustrations help present information clearly. using linking words and phrases helps present information clearly. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can working through the writing process improve my informational report? How can I present my information with facts, definitions, details and illustration? How can I use linking words to present my information?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish). • students will utilize technology to produce and publish work. • students will collaborate with peers in the planning, revising and editing stages of writing. • students will write an effective lead and conclusion. • students will be able to research and incorporate resources to develop an informational piece • students will know how to find, research, and organize their research by taking notes, summarizing, and categorizing their information with graphic organizers. • students will be able to convey information through writing. • students will be able to incorporate text features into their writing (headings, pictures, captions, diagrams, etc.). • students will be able to utilize author's craft techniques (comparisons, figurative 	<ul style="list-style-type: none"> • practicing and expanding knowledge of the steps of writing process. • utilizing digital word processing tools. • engaging in discussions to help revise and promote growth as writers. • utilizing graphic organizers to help plan thesis, lead, support and conclusion. • strengthening and elaborating on word choice and transitions through revision with teachers and peers. • editing final pieces for appropriate language rules, conventions and punctuation. • writing informational texts to explain or convey ideas or information • editing final pieces for appropriate language rules, conventions and punctuation. • incorporating text features into writing like

	<p>language, flashbacks, etc.) to enhance their writing.</p> <ul style="list-style-type: none"> students will use deliberate word choice to convince their audience. 	<p>headings, pictures and captions into writing.</p>
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Lucy Calkins Pre - and Post Assessments Writer's notebook entries Teacher conferences SAS

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Vocabulary and Conventions: Grade 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.</p> <p><i>Content Standards:</i></p> <p>L.3.1 L.3.2 L.3.3 L.3.4</p>	<i>Transfer</i>	
	Students will be able to know how to comprehend and use vocabulary efficiently.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • using conventions and understanding vocabulary are important to reading, writing, speaking, and listening. • students will understand how to apply correct writing conventions to their writing. • students will understand that knowing how to identify and apply parts of speech to writing helps to increase quality of work. • students will understand the meaning of figurative language, word relationships, and nuances in words. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can I enhance my writing and speaking through proper use of conventions? • How can identifying and applying parts of speech help strengthen my writing and speaking? • How can knowing parts of speech and using them appropriately enhance my work? • What is figurative language? • What strategies can I use to clarify the meaning of unknown words?

L.3.5 L.3.6	<ul style="list-style-type: none"> students will understand how to clarify the meaning of unknown words using a variety of strategies. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> how to use context clues to establish word meaning. how to determine meaning of words using known parts (root words, prefix, suffix, affix, etc.) how to use tools to determine meaning of unknown words. how to demonstrate understanding of figurative language. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> utilizing appropriate resources to determine meaning of unknown words (glossary, dictionary, thesaurus, etc.). applying and understanding related words and their use when writing. demonstrating knowledge of figurative language (similes, metaphors, alliteration, onomatopoeia, personification, hyperbole, idioms).
Used in Content Area Standards		21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> ne to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Harcourt Brace Basal Assessments • Reading A-Z Assessments • NWEA • Common language assignment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Writers' notebook response • Evidence-based response • Graphic organizers • Friendly letters

Grade 4 ELA – Reading

Unit Name	What	How	Why
Foundational Skills: Phonics and Word Recognition (Decoding) and Fluency	<ul style="list-style-type: none"> Fountas and Pinnell Benchmarks (Accuracy, Rate, Expression, Self-monitoring) Words Their Way Spelling inventory (Phonics patterns, Word sorts, Prefixes and suffixes, Root words, Syllables, Irregularly spelled words) 	<ul style="list-style-type: none"> Break down multisyllabic words into smaller parts both in isolation and within context. Read fluently from a grade level text. Read aloud with expression. Self-correct when necessary. 	<ul style="list-style-type: none"> Students will understand how to break down words into smaller parts and make meaning of words. Students will understand that reading fluently helps them better understand the text. Students will be able to reread to self-correct.
Informational	<ul style="list-style-type: none"> Lucy Calkins Pre - and Post Reading Assessments Fountas and Pinnell nonfiction benchmarks Select Harcourt Brace short story assessments 	<ul style="list-style-type: none"> Explain events, procedures, ideas, or concepts in the text. Identify text structure. Compare/contrast a firsthand and secondhand account. Explain information presented visually, orally, or quantitatively. Synthesize across two or more texts. Identify author's purpose. 	<ul style="list-style-type: none"> Students will know how the main events, ideas and individuals interact over the course of a text. Students will know if they understand the text and use strategies to do so. Students will comprehend complex informational texts independently and proficiently. Students will know that point of view or purpose shape the

			<p>content and style of a text.</p> <ul style="list-style-type: none"> • Students will use diverse media to help integrate knowledge and ideas. • Students will be able to synthesize across two or more texts • Students will identify author's purpose
Literature	<ul style="list-style-type: none"> • NWEA • Fountas and Pinnell Benchmarks • Lucy Calkins Pre - and Post Assessments • SAS • Select Harcourt short story assessments 	<ul style="list-style-type: none"> • Refer to details that allow for inferring and summarizing of the text. • Identify themes across a text and several authors. • Describe a character, setting, or event in depth. • Connect parts of story to whole. • Recognize similar themes, topics and patterns of events in stories and myths from different cultures. • Synthesize across two or more texts. • Identify author's purpose. 	<ul style="list-style-type: none"> • Students will know how specific parts of the text or structure of the text is important to the text as a whole. • Students will summarize text. • Students will identify a theme. • Students will see how characters, setting, and plot changes over the course of a story. • Students will identify external and internal character traits to help readers visualize the story. • Students will use comparing and contrasting to help evaluate a story.

			<ul style="list-style-type: none"> • Students will comprehend complex literary texts independently and proficiently. • Students will be able to synthesize across two or more texts. • Students will identify author's purpose.
Speaking and Listening	<ul style="list-style-type: none"> • Oral presentations 	<ul style="list-style-type: none"> • Communicate orally with proper grammar. • Communicate in an organized, concise manner with facts and descriptive details. • Adjust speech to verbally communicate. • Utilize digital media and visual displays to enhance presentations. 	<ul style="list-style-type: none"> • Students will know that speaking with proper grammar will allow the listener to better understand. • Students will recount and topic or story in an organized manner using descriptive details. • Students will speak clearly at an appropriate pace for engagement of formal and informal audiences. • Students will use audio-recordings and visuals to enhance their presentations.

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Reading Literature: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.8</p>	Transfer	
	Students will be able to understand and respond to reading literature.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • in order to respond to literature, they will need to understand how to analyze literary elements. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does understanding characters externally and internally help my understanding of the text? • How can I use story elements like the setting to help visualize a story? • How is the message or theme of the story something I can connect to real life and other pieces of literature?

RL.4.9 RL.4.10	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how specific parts of the text or structure of the text is important to the text as a whole. • how to summarize text. • how to identify a theme. • how to see how characters, setting, and plot changes over the course of a story. • how to identify external and internal character traits to help readers visualize the story. • how to use comparing and contrasting to help evaluate a story. • how to comprehend complex literary texts independently and proficiently. • how to be able to synthesize across two or more texts. • how to identify author's purpose. 	<ul style="list-style-type: none"> • referring to details that allow for inferring and summarizing of the text. • identifying themes across a text and several authors. • describing a character, setting, or event in depth. • connecting parts of story to whole. • recognizing similar themes, topics and patterns of events in stories and myths from different cultures. • synthesizing across two or more texts. • identifying author's purpose.

<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • NWEA • Fountas and Pinnell Benchmarks • Lucy Calkins Pre - and Post Assessments • SAS • Select Harcourt short story assessments
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Reading journal responses • Oral responses in reading groups • WPM check ins • Turn and talk chats • Articles • Conferencing with teacher

Windham School District Curriculum

Reading Informational: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. Through extensive reading of texts from diverse cultures and different time periods, students gain cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7</p>	<i>Transfer</i>	
	Students will be able to understand and navigate informational text.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • navigating an informational text allows them to gain a deeper understanding. • using different versions or types of non-fiction texts helps them synthesize information across texts. • knowing how a text is organized helps them gain a deeper understanding. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can knowing how to navigate informational text allow me to have a deeper understanding? • How can using different versions or types of non-fiction text help me synthesize across texts. • How can knowing how a text is organized help me gain a deeper understanding of the text?

RI.4.8 RI.4.9 RI.4.10	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • how the main events, ideas and individuals interact over the course of a text. • if they understand the text and use strategies to do so. • how to comprehend complex informational texts independently and proficiently. • that point of view or purpose shape the content and style of a text. • how to use diverse media to help integrate knowledge and ideas. • how to synthesize across two or more texts. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • explaining events, procedures, ideas, or concepts in the text. • identifying text structure. • comparing/contrasting a firsthand and secondhand account. • explaining information presented visually, orally, or quantitatively. • synthesizing across two or more texts. • identifying author's purpose.
Used in Content Area Standards		21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • SAS • Lucy Calkins Pre - and Post Assessments • Fountas and Pinnell non-fiction benchmarks • Read Works articles
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Teacher conferences with kids • Reading A – Z • Lucy Calkins informational reading units • Mini research projects • Inspire Science trade books • Turn and talk chats

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Foundational Skills of Reading: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p><i>Content Standards:</i></p> <p>RF.4.3 RF.4.4</p>	Transfer	
	Students will be able to read fluently.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • knowing how to decode words and understand spelling patterns can help them read more fluently. • reading fluently helps them gain a deeper understanding of texts. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can knowing how to decode words and understand spelling patterns help me read more fluently? • How can reading fluently help me understand the text better?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to break down words into smaller parts and make meaning of words. • that reading fluently helps them better understand the text. • how to reread to self-correct. 	<ul style="list-style-type: none"> • breaking down multisyllabic words into smaller parts both in isolation and within context. • reading fluently from a grade level text. • reading aloud with expression. • self-correcting when necessary.
Used in Content Area Standards	21st Century Skills	
not applicable	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> • SAS • Fountas and Pinnell Benchmarks (Accuracy, Rate, Expression, Self-monitoring) • Words Their Way Spelling inventory (phonics patterns, word sorts, prefixes and suffixes, root words, syllables, irregularly spelled words)

Grade 4 ELA – Writing

Unit Name	What	How	Why
Narrative	<ul style="list-style-type: none"> • Pre - and Post On demand writing assessments • Writer's notebook entries • Written response to literature 	<ul style="list-style-type: none"> • Know the steps of the writing process. • Utilize digital word processing tools. • Engage in discussions that help promote their growth as writers • Develop characters. • Strengthen and elaborate on writing through revision with teachers and peers. • Edit final pieces for language rules, conventions, and punctuation. • Embed the heart of the story through all major parts of narrative writing (introduction, body, and conclusion). • Use specific word choice to enhance the sentences and structure of writing. • Use dialogue and sensory details to elaborate. • Collaborate with peers in stages of the writing process. 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, and publish). • Students will utilize technology to produce and publish work. • Students will collaborate with peers with the planning, revising, and editing stages of writing.
Persuasive	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's notebook entries 	<ul style="list-style-type: none"> • Know steps of writing process. • Utilize digital word processing tools. • Engage in discussions that help promote growth as writers. 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish).

	<ul style="list-style-type: none"> • Written responses to literature. 	<ul style="list-style-type: none"> • Write to convey opinions with support. • Utilize graphic organizers to help plan thesis, lead, support and conclusion. • Strengthen and elaborate on word choice and transition words through revision with teachers and peers. • Edit final pieces for appropriate language rules, conventions and punctuation. 	<ul style="list-style-type: none"> • Students will utilize to technology to produce and publish work. • Students will collaborate with peers in the planning, revising and editing stages of writing. • Students will create a strong thesis (claim) with organized support and details. • Students will write an effective lead and conclusion. • Students will use deliberate word choice to convince their audience and assist with transitions in writing. • Students will analyze literature and respond through writing.
Informational	<ul style="list-style-type: none"> • Lucy Calkins Pre - and Post Assessments • Writer's notebook entries • Research projects 	<ul style="list-style-type: none"> • Know steps of writing process. • Utilize digital word processing tools. • Engage in discussions that help promote growth as writers. • Utilize graphic organizers to help plan thesis, lead, support and conclusion. • Strengthen and elaborate on word choice and transitions through revision with teachers and peers. • Edit final pieces for appropriate language rules, conventions and punctuation. • Write informational texts to explain or convey ideas or information. 	<ul style="list-style-type: none"> • Students will grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish). • Students will utilize to technology to to produce and publish work. • Students will collaborate with peers in the planning, revising and editing stages of writing. • Students will write an effective lead and conclusion. • Students will be able to research and incorporate resources to develop an informational piece. • Students will be able to research using varied credible resources in an organized way.

		<ul style="list-style-type: none"> • Collaborate with peers in stages of the writing process. • Edit final pieces for appropriate language rules, conventions and punctuation. • Incorporate text features like headings, pictures and captions into writing. 	<ul style="list-style-type: none"> • Students will know how to find, research, and organize their research by taking notes, summarizing, and categorizing their information. • Students will be able to convey information through writing. • Students will be able to incorporate text features into their writing (headings, pictures, captions, diagrams, etc.). • Students will be able to utilize author's craft techniques (comparisons, figurative language, flashbacks, etc.) to enhance their writing. • Students will use deliberate word choice to convince their audience and assist with transitions in writing.
Language - Vocabulary	<ul style="list-style-type: none"> • NWEA • Responses to literature and Reader's Notebook • Lucy Calkins' Pre - and Post Writing Assessments • Select Harcourt basal short story assessments 	<ul style="list-style-type: none"> • Utilize appropriate resources (glossary, dictionary, thesaurus, etc.). • Recognize how author's craft, text structure, and tone impact meaning. • Apply and understand language and writing conventions by editing. • Apply correct conventions of capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Students will recognize how author's craft, text structure, and tone impact meaning. • Students will apply and understand language and writing conventions • Students will clarify unknown words or phrases. • Students will understand words have multiple meanings depending on the context and figurative language used. • Students will identify similes, metaphors, idioms, and proverbs. • Students will identify affixes and roots of Greek and Latin words.

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Narrative Writing: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to respond analytically to literary sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i></p> <p>W.4.3 W.4.4 W.4.5 W.4.6 W.4.10</p>	Transfer	
	Students will be able to write narrative pieces of work.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • working through the writing process helps them build their own pieces of narrative writing. • students will understand that using technology helps them revise, edit, and publish their pieces of writing efficiently. • students will understand that organizing and establishing a beginning, middle, and end allows them to create a completed piece. • students will understand that creating a character problem or motivation gives their narrative pieces of writing purpose. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can working through the writing process help me build my own piece of narrative writing? • How can using technology help me revise, edit and publish my piece of writing efficiently? • How can organizing and establishing a beginning, middle and end allow me to create a complete piece? • How can creating a character problem or motivation give my narrative piece of writing purpose?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, and publish). • how to utilize technology to produce and publish work. • how to collaborate with peers with the planning, revising, and editing stages of writing. • how to develop a character problem or motivation. • how to plan the beginning, middle and end of a narrative piece. 	<ul style="list-style-type: none"> • knowing the steps of the writing process. • utilizing digital word processing tools. • engaging in discussions that help promote their growth as writers. • developing characters • strengthening and elaborating on writing through revision with teachers and peers. • editing final pieces for language rules, conventions, and punctuation. • embedding the heart of the story through all major parts of narrative writing (introduction, body, and conclusion). • using specific word choice to enhance the sentences and structure of writing. • using dialogue and sensory details to elaborate. • collaborating with peers in stages of the writing process.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • SAS • Pre - and Post on demand writing assessments • Writer's Notebook entries • Written response to literature
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Text-dependent responses in content areas • Conferencing with teacher

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Opinion Writing: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i></p> <p>W.4.1 W.4.4 W.4.5 W.4.6 W.4.10</p>	Transfer	
	Students will be able to write opinion pieces of writing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • working through the writing process helps them build their own pieces of opinion writing. • using technology helps them revise, edit, and publish their pieces of writing efficiently. • establishing a strong thesis helps them drive the organization and evidence they use in their writing. • using strong word choice helps them convey their opinions strongly and persuasively. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can working through the writing process help me build my own piece of opinion writing? • How can using technology help me revise, edit and publish my piece of writing efficiently? • How can establishing a strong thesis help drive the organization and evidence I use in my writing? • How can using strong word choice help convey my opinion strongly and persuasively?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish). • how to utilize technology to produce and publish work. • how to collaborate with peers in the planning, revising and editing stages of writing. • how to create a strong thesis (claim) with organized support and details. • how to write an effective lead and conclusion. • how to use deliberate word choice to convince their audience and assist with transitions in writing. • how to analyze literature and respond through writing. 	<ul style="list-style-type: none"> • knowing steps of writing process. • utilizing digital word processing tools. • engaging in discussions that help promote growth as writers. • writing to convey opinions with support. • utilizing graphic organizers to help plan thesis, lead, support and conclusion. • strengthening and elaborate on word choice and transition words through revision with teachers and peers. • editing final pieces for appropriate language rules, conventions and punctuation.
Used in Content Area Standards	21st Century Skills	
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • SAS • Lucy Calkins Pre - and Post Assessments • Writer's Notebook entries • Written responses to literature.
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Debate • Conferencing with teacher

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Informational Writing: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of demonstrating understanding of the subjects they are studying. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond to informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><i>Content Standards:</i></p> <p>W.4.2 W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9 W.4.10</p>	Transfer	
	Students will be able to write informational pieces of writing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • working through the writing process helps them build their own pieces of informational writing. • using developing their topic with facts, definitions, and details will present their information. • using dialogue and description will help show their characters' reactions and responses. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can working through the writing process help me build my own piece of informational writing? • How can using technology help me revise, edit and publish my piece of writing efficiently? • How can learning “lead” and “conclusion strategies” help capture an audience? • How can finding research help the credibility of my piece?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to grow as writers by working through the writing process (plan, organize, rehearse, draft, revise, edit, publish). • how to utilize technology to produce and publish work. • how to collaborate with peers in the planning, revising and editing stages of writing. • write an effective lead and conclusion. • how to be able to research and incorporate resources to develop an informational piece. • how to be able to research using varied credible resources in an organized way. • how to find, research, and organize their research by taking notes, summarizing, and categorizing their information. • how to convey information through writing. • how to incorporate text features into their writing 	<ul style="list-style-type: none"> • knowing steps of writing process. • utilizing digital word processing tools. • engaging in discussions that help promote growth as writers. • utilizing graphic organizers to help plan thesis, lead, support and conclusion. • strengthening and elaborating on word choice and transitions through revision with teachers and peers. • editing final pieces for appropriate language rules, conventions and punctuation. • writing informational texts to explain or convey ideas or information. • collaborating with peers in stages of the writing process. • editing final pieces for appropriate language rules, conventions and punctuation.

	<p>(headings, pictures, captions, diagrams, etc.).</p> <ul style="list-style-type: none"> • how to utilize author's craft techniques (comparisons, figurative language, flashbacks, etc.) to enhance their writing • how to use deliberate word choice to convince their audience and assist with transitions in writing. 	<ul style="list-style-type: none"> • incorporating text features like headings, pictures and captions into writing.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Lucy Calkins Pre - and Post assessments • Writer's Notebook entries • Research projects
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Evidence-based responses from Science and Social Studies

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Language - Conventions and Vocabulary: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.</p> <p><i>Content</i></p> <p>L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>	<i>Transfer</i>	
	Students will be able to understand how to comprehend and use vocabulary efficiently.	
	<i>Meaning</i>	
	<p><i>ENDURING UNDERSTANDINGS</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • the inclusion of conventions and vocabulary are important to reading, writing, speaking, and listening. • knowing how to apply correct writing conventions helps enhance their writing. • knowing how to identify and apply parts of speech helps strengthen their writing. • knowing the author's text structure and tone helps their understanding of vocabulary. • using context clues and Greek/Latin roots helps infer word meaning. 	<p><i>ESSENTIAL QUESTIONS</i></p> <ul style="list-style-type: none"> • How can knowing how to apply correct writing conventions enhance writing and speaking? • How can identifying and applying parts of speech strengthen writing and speaking? • How can knowing the author's text structure and tone assist in the understanding of vocabulary? • How will I use context clues and Greek/Latin roots to help infer word meaning?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to recognize how author's craft, text structure, and tone impact meaning. • how to apply and understand language and writing conventions. • how to clarify unknown words or phrases. • how to understand words have multiple meanings depending on the context and figurative language used. • how to identify similes, metaphors, idioms, and proverbs. • how to identify affixes and roots of Greek and Latin words. 	<ul style="list-style-type: none"> • utilizing appropriate resources (glossary, dictionary, thesaurus, etc.). • recognizing how author's craft, text structure, and tone impact meaning. • applying and understanding language and writing conventions by editing. • applying correct conventions of capitalization, punctuation, and spelling.
Used in Content Area Standards	21st Century Skills	
not applicable	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • NWEA • SAS • Responses to Literature and Reader's Notebook • Lucy Calkins' Pre - and Post writing assessments • Select Harcourt basal short story assessments
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • All written responses (across subjects) • Grammar activities • Peer editing • Vocabulary lessons • Words Their Way daily rotations

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Speaking and Listening: Grade 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.</p> <p><i>Content Standards:</i></p> <p>SL.4.1 SL.4.2 SL.4.3 SL.4.4</p>	Transfer	
	Students will be able to speak and listen appropriately.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • knowing how to speak using proper grammar allows for listeners to understand them. • using descriptive details helps them recount a story in an organized way. • adjusting for their audience and utilizing technology helps them share engaging presentations. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does knowing how to speak using proper grammar allow for listeners to understand me? • How can using descriptive details help me recount a story in an organized way? • How can adjusting for my audience and utilizing technology help me share presentations that are engaging?

SL.4.5 SL.4.6	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • that speaking with proper grammar will allow the listener to better understand. • how to recount a topic or story in an organized manner using descriptive details. • how to speak clearly at an appropriate pace for engagement of formal and informal audiences. • how to use audio-recordings and visuals to enhance their presentations. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • communicating orally with proper grammar • communicating in an organized, concise manner with facts and descriptive details. • adjusting speech to verbally communicate. • utilizing digital media and visual displays to enhance presentations.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<p><i>Students will use:</i></p> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> • Oral presentations
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class discussions • Read-aloud • Turn and talks • Using technology to listen and collaborate • Watching instructional videos for information and modeling • Class debates • Class discussions • Teacher conferences for reading and writing • Morning meeting discussions • Small group work/projects

Grade 5 ELA – Reading

Unit Name	What	How	Why
Reading: Foundational Skills	<ul style="list-style-type: none"> • Words Their Way • Running records • (Fluency, multi-syllabic words, context clues, comprehension) 	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Students will use the principles of phonics in their everyday reading to be proficient. • Students will understand an author's message using reading strategies.
Reading: Literature	<ul style="list-style-type: none"> • Class discussion • Independent reading • Book clubs • Reading journals 	<ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts including poems, stories, and dramas. • Summarize central ideas, define the theme of a text, recognize relationships between chapters, scenes, and stanzas. • Interpret a point of view within a text 	<ul style="list-style-type: none"> • Students will understand that the structure and details impact the story's meaning • Students will compare/contrast central ideas, theme, relationships, and story elements.
Reading: Informational	<ul style="list-style-type: none"> • Independent reading • Research • Reading journals • Evidence, structure, author's tone and point of view 	<ul style="list-style-type: none"> • Connect supporting ideas to the main idea. • Determine an author's tone and point of view to gain accurate meaning. • Compare/contrast multiple text sources. • Students will identify author's craft. 	<ul style="list-style-type: none"> • Students will use multi-media elements to enhance a written text. • Students will use evidence to support main idea. • Students will recognize that point of view shapes a written work.
Speaking and Listening	<ul style="list-style-type: none"> • Oral presentations and rubrics • Research Projects 	<ul style="list-style-type: none"> • Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and 	<ul style="list-style-type: none"> • Students will be able to engage effectively in a variety of collaborative discussions. • Students will be able to express their individual ideas

	<ul style="list-style-type: none"> • Readers' and Writers' Workshop discussions • Book clubs • Informational and opinion writing 	<p>texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Students will come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Students will follow agreed-upon rules for discussions and carry out assigned roles. • Students will pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Students will review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Students will summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. • Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support 	<p>as well as those belonging to others.</p> <ul style="list-style-type: none"> • Students will be able to ask questions that relate to speakers' ideas. • Students will be able to respond to others' questions and comments with relevant evidence, observations, and ideas. • Students will be able to identify when irrelevant evidence is introduced. • Students will be able to integrate multimedia sources into presentations to promote clarity, infuse claims, and generate interest.
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		<p>main ideas or themes; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> • Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	
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Windham School District Curriculum

Reading: Literature: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i></p> <p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10</p>	Transfer	
	Students will be able to read and comprehend grade level literature, identify and analyze text structure and elements of literature, and quote evidence from a text to support literary analysis.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> the structure and details impact the meaning of a story. analyzing central idea, theme, relationship, and other story elements will lead to a deeper, more meaningful understanding of literature. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do details affect a written text? How can narration affect a topic? How does the structure of a story impact its meaning? What are strategies students can use to compare and contrast?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> central ideas of texts are generated through the process of summarizing. themes of texts are related to characters, setting, and plot. chapters, scenes, and stanzas have differing relationships. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> reading and comprehending complex literary texts including poems, stories, and dramas. summarizing central ideas, defining the theme of a text, and recognizing relationships between

	<ul style="list-style-type: none"> all genres have similarities and differences. 	chapters, scenes, and stanzas. <ul style="list-style-type: none"> comparing and contrasting literature and elements of literature. interpreting a point of view within a text.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Reading journals Lucy Calkins Pre - and Post assessments Fountas and Pinnell NWEA SAS assessment Basal assignments
	OTHER EVIDENCE: <ul style="list-style-type: none"> Read alouds Class discussion Independent reading Book clubs Graphic organizers Mentor texts Readers' response samples

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Reading: Informational Text: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i></p> <p>RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7</p>	Transfer	
	Students will be able to read and comprehend informational text. This includes: quoting from an informational text, determining main idea and key details, analyzing specific information from an informational text, comparing and contrasting structure and information in informational texts, and drawing information on the same topic from multiple sources.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that..</i></p> <ul style="list-style-type: none"> • using evidence helps support the main idea. • the point of view shapes written work. • using multimedia elements help enhance a written text. • supporting ideas should connect to the main idea. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it important to compare and contrast within and across texts? • What does an author use to support main idea? • How can text features and point of view shape a written work? • Why is it important to identify story structure?

RI.8 RI.9 RI.10	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • various ideas form a text's main idea. • authors use words and phrases to shape their meaning and tone. • texts of the same topic have similarities and differences. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • comprehending and analyzing informational text. • determining an author's tone and point of view to gain accurate meaning. • comparing/contrasting multiple text sources. • identifying author's craft.
Used in Content Area Standards		21st Century Skills
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: <ul style="list-style-type: none"> • Research • Reading journals • Lucy Calkins Pre- and Post- assessments • NWEA • Fountas and Pinnell • SAS assessment

	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Read alouds • Class discussion • Independent reading • Book clubs • Graphic organizers • Mentor texts • Readers' response samples
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Windham School District Curriculum

Reading: Foundational Skills: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> RF.5.3 RF.5.4</p>	Transfer	
	Students will be able to use foundational reading skills to decode and comprehend grade level texts.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • using the principles of phonics in their everyday reading is essential for proficient comprehension. • using various reading strategies will help determine an author's message. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can students use the principles of phonics? • How can students demonstrate proficiency in reading skills? • How can students' oral reading support comprehension? • How can students understand an author's message? • How can students use reading strategies to support conclusions?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • applying phonics skills in everyday reading will assist with comprehension and help build fluency. • how to use context clues to determine unknown words in a text. • authors write with a purpose to convey a message to readers. 	<ul style="list-style-type: none"> • knowing and applying grade-level phonics and word analysis skills in decoding words. • reading with sufficient accuracy and fluency to support comprehension.
Used in Content Area Standards	21st Century Skills	
not applicable	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity. 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Words Their Way spelling tests • AimsWeb monthly running record • Fountas and Pinnell • Readers' Workshop • NWEA • SAS assessment

	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Words Their Way sort activities • Readers' Workshop 1:1 and small group conferences • Reading logs

Windham School District Curriculum

Speaking and Listening: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5</p>	Transfer	
	Students will be able to engage effectively in collaborative discussions and presentations including summarizing, reporting and presenting ideas and information.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> engaging in a variety of collaborative discussions is effective for understanding. expressing their individual ideas as well as listening to those belonging to others is important to enhance understanding. asking questions that relate to speakers' ideas deepens understanding. responding to others' questions and comments with relevant evidence, observations, and ideas shows understanding of that topic. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How are students able to communicate with each other? How can students summarize a written text? What are ways students present reports using multimedia?

	<ul style="list-style-type: none"> • identifying when irrelevant evidence is introduced can help communicate ideas and information. • integrating multimedia sources into presentations will promote clarity, infuse claims, and generate interest. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • collaborative discussions are ways to clearly express their ideas and to build on the ideas of others. • presentations require preparations such as conducting research. • major points must be supported through claims and findings. • multimedia devices and visual displays present information clearly and strengthen claims and evidence. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • following agreed-upon rules for discussions and carry out assigned roles. • posing and responding to specific questions by making comments that

		<p>contribute to the discussion and elaborate on the remarks of others.</p> <ul style="list-style-type: none"> • reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence. • reporting on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • including multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Oral presentations and rubrics Research projects Readers' and Writers' Workshop discussions Book clubs Informational and opinion writing
	OTHER EVIDENCE: <ul style="list-style-type: none"> Class discussions Public speaking activities Teacher conferencing Inquiry experiments Cross-curricular projects and presentations

Grade 5 ELA – Writing

Unit Name	What	How	Why
Narrative	<ul style="list-style-type: none"> • Small Moment Stories • Writing Journal • Brainstorming Topic Ideas 	<ul style="list-style-type: none"> • Students will know the steps of the writing process. • Students will develop characters/events through their “small moment” stories. • Students will include all the major parts of narrative writing. (introduction, body, and conclusion). • Students will use a variety of transition words, descriptive details, dialogue, and sensory language to enhance the sentences and structure of their writing. • Students will collaborate with teachers and peers throughout the stages of the writing process to strengthen and elaborate writing. • The conclusion of the final piece will reflect gained insight on the narrative writing process. 	<ul style="list-style-type: none"> • Students will develop strategies to write narrative. • Students will create a narrative piece with characters/events in an organized sequence. • Students will use dialogue, description, and reflection to develop a story. • Students will use a variety of transition words, descriptive details, and sensory language. • Students will create a conclusion that reflects gained insight.
Informative/Research	<ul style="list-style-type: none"> • Research based project • Writing Journal • Multi-media Presentation 	<ul style="list-style-type: none"> • Students will learn and practice note taking techniques on a topic to explain ideas or information. • Students will collaborate with teachers and peers in the stages of the writing process. • Students will choose a topic and find relevant details and quotations. 	<ul style="list-style-type: none"> • Students will learn and practice strategies to create research based informative text. • Students will construct an introduction and concluding statement.

		<ul style="list-style-type: none"> • Students will utilize different note taking strategies to help plan their thesis, lead, support and conclusion. • Students will include transition words and use domain specific vocabulary throughout their written piece. • Students will incorporate text features like heading, pictures, and captions into their writing. 	<ul style="list-style-type: none"> • Students will develop a topic with relevant details and quotations. • Students will form smooth transitions and use domain specific vocabulary.
Opinion/Argument		<ul style="list-style-type: none"> • Students will learn and practice note taking techniques on a topic to explain ideas or information. • Students will collaborate with teachers and peers in the stages of the writing process. • Students will choose a topic and find relevant details and quotations to support an opinion. • Students will utilize different note taking strategies to help plan their thesis, lead, support and conclusion. • Students will include transition words and use domain specific vocabulary throughout their written piece. 	<ul style="list-style-type: none"> • Students will produce an argument based on research. • Students will be able to construct an introduction and meaningful conclusion. • Students will sequence their events logically and purposefully.
Language	<ul style="list-style-type: none"> • Reading and writing journals • Editing & revising 	<ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard 	<ul style="list-style-type: none"> • Students will be able to use context clues to determine

	<ul style="list-style-type: none"> • Lucy Calkins Pre-and Post writing assessments • Various grammar assessments • Greek and Latin roots vocabulary • Words Their Way • Readers' Workshop • Fountas & Pinnell 	<p>English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. • Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<p>the meanings of words or phrases.</p> <ul style="list-style-type: none"> • Students will be able to use Greek and Latin affixes and roots to decipher word meanings. • Students will be able to utilize multimedia reference materials in determining word pronunciation and definition. • Students will be able to identify technical, connotative, and figurative meanings. • Students will be able to use words relationships between particular words to better understand each of the words. • Students will be able to distinguish among the emotions of words with similar meanings. • Students will be able to define the meanings of words and phrases in a text. • Students will be able to use knowledge of language and its conventions when
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			<p>writing, speaking, and reading.</p> <ul style="list-style-type: none"> • Students will be able to use conventions of standard English capitalization, punctuation, and spelling • Students will be able to recognize the eight parts of speech. • Students will be able to recognize and write dependent clauses and independent clauses. • Students will be able to recognize and write simple, compound, and complex sentences. • Students will be able to use sentence variety in their writing.
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Windham School District Curriculum

Narrative Writing: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> W.5.3</p>	Transfer	
	Students will be able to effectively use the steps of the writing process to write narratives to develop real or imagined experiences or events using narrative techniques such as dialogue, description, and pacing.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there are specific strategies used to write narrative. • creating a narrative piece needs characters/events in an organized sequence. • using dialogue, description, and reflection helps to develop a story. • using a variety of transition words, descriptive details, and sensory language enhances writing. • creating a conclusion reflects gained insight. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What strategies are needed to write narratives?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • how to create a context and use point of view to introduce narrator/characters, and to organize a logical event sequence. • including dialogue, pacing, description, and reflection are narrative techniques used to develop experiences, events, and characters. • descriptive details and sensory language are used to capture the action. • how to develop a conclusion that reflects on what has been experienced/resolved in the narrative. 	<ul style="list-style-type: none"> • knowing and using the steps of the writing process. • developing characters/events through their “small moment” stories. • including all the major parts of narrative writing (introduction, body, and conclusion) in narrative stories. • using a variety of transition words, descriptive details, dialogue, and sensory language to enhance the sentences and structure of their writing. • collaborating with teachers and peers throughout the stages of the writing process to strengthen and elaborate writing. • gaining insight on the narrative writing process.
Used in Content Area Standards	21st Century Skills	
not applicable		<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Lucy Calkins Pre- and Post- • Writers' Workshop activities • Published narratives
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Cross-curricular writing assignments • Small moment stories • Writing journal • Brainstorming topic ideas • Lucy Calkins writing samples

Windham School District Curriculum

Persuasive Writing: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> W.5.1</p>	Transfer	
	Students will be able to use the writing process to write organized opinion pieces on topics or texts where ideas are logically grouped and supported by facts and details.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> learning and practicing strategies helps to create a research based argument piece. constructing an introduction and concluding statement is valuable in producing authentic writing. sequencing their events logically and purposefully helps support the opinion/position. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is evidence beneficial in producing a research based persuasive writing piece? How can author's details support opinions or positions? How does evidence support a text's meaning? What are ways that students can produce coherent writing?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • many forms of resources may be used when conducting research. • evidence is used to support research. • references must be cited. • questions may be answered through research. • written opinions must be supported. • written works contain introductions and conclusions. • transitions are important when constructing written works. • authors will write for various reasons. • writing ideas in order helps a reader to understand an author's meaning. • writing can inform, persuade, or entertain 	<ul style="list-style-type: none"> • learning and practicing note-taking techniques on a topic to explain ideas or information. • collaborating with teachers and peers in the stages of the writing process. • choosing a topic and finding relevant details and quotations to support an opinion. • utilizing different note-taking strategies to help plan their thesis, lead, support, and conclusion. • including transition words and using domain specific vocabulary throughout their written piece.
Used in Content Area Standards	21st Century Skills	
not applicable	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills 	

	of collaboration, communication, critical thinking and creativity.
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Writing Journals • Writers' Workshop • Published Opinion Pieces • Lucy Calkins Pre- and Post- Assessments
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Classroom debates • Cross-curricular Writing Assignments • Writing Journal • Brainstorming Topic Ideas • Lucy Calkins Writing Samples

Windham School District Curriculum

Informational Writing: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i> W.5.2</p>	Transfer	
	Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly using the writing process, conducting research, and using informational writing techniques.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • learning and practicing strategies helps to create a research based informative piece. • constructing an introduction and concluding statement is valuable in producing authentic writing. • developing a topic with relevant details and quotations helps portray a topic/idea. • forming smooth transitions and using domain specific vocabulary is an important 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are strategies students use to create an informational writing piece? • How is research valuable in producing authentic writing? • Why is evidence beneficial in producing a research project?

	piece of informational writing.	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • written works contain meaningful introductions and conclusions. • transitions are important when constructing written works. • organization is important when writing. • questions may be answered through research. • many forms of resources may be used when conducting research. • evidence is used to support research. • references must be cited. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • learning and practicing note taking techniques on a topic to explain ideas or information. • collaborating with teachers and peers in the stages of the writing process. • choosing a topic and finding relevant details and quotations. • utilizing different note taking strategies to help plan their thesis, lead, support, and conclusion. • including transition words and using domain-specific vocabulary throughout their written piece. • incorporating nonfiction text features including heading, pictures, and captions into their writing.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> Research Based Project Writing Journal Multi-media Presentation Writers' Workshop Lucy Calkins Pre- and Post- Assessments Published Informational Writing
	OTHER EVIDENCE: <ul style="list-style-type: none"> Cross-curricular Writing Assignments Writing Journal Brainstorming Topic Ideas Lucy Calkins Writing Samples

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Language: Vocabulary & Conventions: Grade 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</p> <p><i>Content Standards:</i></p> <p>L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	Transfer	
	<p>Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases (including Greek and Latin roots) based on Grade 5 reading and content, choosing flexibly from a range of strategies.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • using context clues can help determine the meanings of words or phrases. • using Greek and Latin affixes and roots can decipher word meanings. • utilizing multimedia reference materials can determine word pronunciations and definitions. • using word relationships between particular words to better understand each of the words. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are ways students understand passages? • How can students make connections between what they read and what they know? • What are strategies used to relate to a topic? • How can students demonstrate their knowledge of grammar conventions?

	<ul style="list-style-type: none"> • using language and its conventions (standard English capitalization, punctuation, spelling, eight parts of speech, dependent and independent clauses, and sentence structure. and variety) can enhance writing • writing, speaking, and reading can demonstrate understanding and knowledge of content. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • context can be used as clues to the meaning of words or phrases. • greek or Latin affixes and roots are common to our language. • multimedia reference materials are used to provide specific word meanings. • all words have emotion and meaning. • the conventions of standard English capitalization, punctuation, and spelling. • the eight parts of speech. • dependent and independent clauses. • simple, compound, and complex sentences. • the basic rules of comma use. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • demonstrating the command of the conventions of standard English capitalization, punctuation, and spelling when writing. • using knowledge of language and its conventions when writing, speaking, reading, or listening. • determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. • demonstrating understanding of figurative language, word relationships, and nuances in word meanings.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<i>Students will use:</i> <ul style="list-style-type: none"> • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> • Reading and writing Journals • Editing & revising • Lucy Calkins Pre- and Post- writing assessments • Various grammar assessments • Greek and Latin roots vocabulary • Words Their Way • Readers' and Writers' Workshop • Fountas & Pinnell • NWEA • SAS Assessment
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Cross-curricular writing assignments • Writing journal • Lucy Calkins writing samples

Grade 6 - ELA

Unit Name (ELA Content)	What	How	Why
Informative Writing	<ul style="list-style-type: none"> • Pre-assessment of informative writing • Mentor text activities and organizers • Paragraph unity/structure activities and organizers • Lead, evidence, elaboration activities and organizers • MLA citation of direct quotes • CER organizers • CER informative paragraphs • Informative write formatives, summatives • Works Cited page summative 	<ul style="list-style-type: none"> • Cite relevant evidence from assigned sources. • Use mentor texts to identify elements of paragraph structure within informational writing and include in their own writing. • Write well-structured paragraphs focused on one main idea. • Establish and maintain a formal style. • Engage in all phases of the writing process. 	<ul style="list-style-type: none"> • Students will organize and inform their readers of a given topic that has been developed through research. They will understand the basics of citing MLA format to avoid plagiarism.
Argument Writing	<ul style="list-style-type: none"> • Pre-assessment of argument writing • Mentor texts activities and organizers • CER organizers, paragraphs • Claim statement activities, organizers • Fact vs. opinion activities • Introduction and conclusion paragraph lessons, activities • Argument essay formative, summative • Works Cited page summative • Class debate activity 	<ul style="list-style-type: none"> • Use mentor texts to identify elements of paragraph structure within and include in their own writing. • Cite relevant evidence from assigned sources. • Write well-structured paragraphs focused on one main idea. • Use relevant evidence to strengthen a claim. • Establish and maintain a formal style. • Engage in all phases of the writing process. 	<ul style="list-style-type: none"> • Students will organize and argue a claim for a given topic that has been developed through research. They will understand the basics of citing MLA format to avoid plagiarism.

Narrative Writing	<ul style="list-style-type: none"> • Pre-assessment of narrative writing • Mentor texts activities and organizers • Plot diagram organizers • Relevant and irrelevant events activities • Description activities • Dialogue activities • Lead and conclusion activities • Active voice activities • Narrative essay formative, summative 	<ul style="list-style-type: none"> • Use mentor texts to identify story elements within narrative writing to include in their own writing. • Use story elements to create a narrative. • Include focused lead and conclusion. • Logically sequence events. • Distinguish between relevant and irrelevant events. • Distinguish between active and passive voice. • Establish a point of view. • Use description to elaborate and include relevant details. • Include dialogue. • Engage in all phases of the writing process. 	<ul style="list-style-type: none"> • Students will write narratives using effective techniques such as establishing context, sequencing related events logically, and including description and dialogue.
Literary Fiction	<ul style="list-style-type: none"> • Summer reading and classroom activities • Literary elements vocabulary assessments • Poetry elements vocabulary assessments • Reading Zone (independent reading) activities such as: goal setting, journal writes, reflections, genre wheel, book talks, conferencing, formal/informal responses to literature • Class novels such as: <i>Macaroni Boy</i>, <i>Crossover</i>, <i>I Am Malala</i>, <i>Under the Persimmon Tree</i>, <i>Shooting Kabul</i>, <i>Lost Riders</i>, <i>Breadwinner</i> 	<ul style="list-style-type: none"> • Identify central ideas using textual evidence. • Select and support themes using textual evidence. • Describe specific story elements and how they impact the plot, conflict. • Analyze how particular passages fit into the overall structure of a text. • Compare and contrast texts in different forms or genres. • Explain how an author develops point of view. • Compare and contrast a piece of literature presented in different mediums. • Read and comprehend literature including stories, novels, dramas, and poems within the band of 	<ul style="list-style-type: none"> • Through the reading of multiple works of literature, students will identify common elements and make connections to themselves and the world.

	<ul style="list-style-type: none"> • Short Stories such as: “Nadia the Willful,” • Plot diagram activities and organizers • Characterization activities and organizers • Signpost activities • Poetry elements activities • Poem analysis organizers • Figurative and connotative meaning activities • Poem writes • CER paragraphs • Compare and Contrast passages 	grades 6-8 text complexity band independently and proficiently.	
Informational Text and Literary Nonfiction	<ul style="list-style-type: none"> • Close reading and annotation activities and organizers • <i>NEWSELA</i> and <i>Readworks</i> articles, quizzes and writes • CER paragraphs 	<ul style="list-style-type: none"> • Identify central ideas using textual evidence. • Analyze how a key individual, event or idea is introduced and developed in a text. • Identify technical terms and their importance to the text. • Analyze the overall structure of a text and how a particular passage contributes to the development of the ideas. • Determine an author’s point view of purpose and explain how it is communicated. • Use multimedia to fully understand a topic. • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> • Through the reading of multiple works of non-fiction, students will identify common elements and make connections to themselves and the world.

		<ul style="list-style-type: none"> • Compare and contrast one author's presentation of events with that of another. • By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band. 	
Language Usage	<ul style="list-style-type: none"> • Daily Oral Language activities • Grammar activities • <i>Membean</i> and roots activities • Vocabulary activities • Vocabulary formatives, summatives • Grammar formatives, summatives • Language, vocabulary and conventions within summative writing assignments 	<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (myself, ourselves). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents). • Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. • Spell correctly. • Vary sentence patterns for meaning, reader/listener interest and style. • Maintain consistency in style and tone. • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Interpret figures of speech. 	<ul style="list-style-type: none"> • Students will demonstrate proper use of vocabulary, grammar and conventions in their speaking and writing at the sixth-grade level.

		<ul style="list-style-type: none"> • Distinguish among the connotations of words with similar denotations . • Acquire and use accurately grade-appropriate words and phrases. 	
Speaking and Listening	<ul style="list-style-type: none"> • Book talk graphic organizers • Debate graphic organizers • Poetry graphic organizers • Peer and self-public speaking checklists • Small group presentations • Class discussions • Partner discussions and activities • Reading zone conferences • Writer's workshop conferences • Class discussion reflections 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade six topics, texts, and issues, building on others' ideas and expressing their own clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. • Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> • Students will adapt their speech and language for a variety of situations to effectively communicate their ideas regarding sixth grade topics.

		<ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and clear pronunciation. • Include multimedia presentations. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	
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Windham School District Curriculum

Informative Writing: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.6.2 (A-F) W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 (B) W.6.10 	Transfer	
	Students will be able to organize their ideas and inform their readers of a given topic that has been developed through research. They will understand the basics of citing MLA format to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> informative writing depends on facts and other data gathered from reliable sources. writing to inform others is one way to make sense of the world around us. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How do writers structure their writing to inform others? Why is it important to distinguish facts from opinion in informative writing? How can writing to explain (inform) help us to understand the world?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> main idea. relevant source. fact versus opinion. paragraph structure: topic sentence, lead, evidence, elaboration, concluding sentence. thesis statement. MLA format guidelines. direct quotation. Works Cited page. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> citing relevant evidence from assigned sources. using mentor texts to identify elements of paragraph structure. writing well-structured paragraphs focused on one main idea. establishing and maintaining a formal style. using all stages of the writing process to effectively communicate.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Final draft Informative write • Final draft of Works Cited page
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Pre-assessment of informative writing • Mentor text activities and organizers • Paragraph unity activities and organizers • Lead, evidence, elaboration activities and organizers • MLA citation of direct quotes • CER organizers • CER informative paragraphs • Rough draft of informative write • Rough draft of Works Cited page

Windham School District Curriculum

Argument Writing: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.6.1 (A-E) W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 (B) W.6.10 	Transfer	
	Students will be able to organize and argue their claim of a given topic that has been developed through research. They will understand the basics of citing MLA format to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> crafting an effective argument requires the use of factual information. all writing has a purpose. a person's beliefs can change. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can writers structure writing to argue a claim? What role do facts play in argument writing? How can argument writing make us examine what we believe?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> main idea. relevance. fact versus opinion. paragraph structure: topic sentence, lead, evidence, elaboration, concluding sentence. claim statement. MLA format guidelines. direct quote. Works Cited page. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using mentor texts to identify paragraph structure in argument writing. writing well-structured paragraphs focused on one main idea. using relevant evidence from given sources to strengthen a claim. establishing and maintaining a formal style. engaging in all phases of the writing process to develop and clarify their argument.
Used in Content Area Standards		

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Final draft of argument essay • Final draft of Works Cited page
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Pre-assessment of argument writing • Mentor text activities and organizers • CER organizers • CER argument paragraphs • Claim statement activities and organizers • Lead, evidence and reasoning activities and organizers • Fact vs. Opinion activities • Introduction and conclusion paragraph activities and organizers • Rough draft of argument essay • Rough draft of Works Cited page

Windham School District Curriculum

Narrative Writing: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.6.3 (A-E) W.6.4 W.6.5 W.6.6 W.6.10 	Transfer	
	Students will be able to write narratives using effective techniques such as: establishing context, logically sequencing related events and including description and dialogue.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> narrative writing comes from being able to reflect on how our life experiences impact us. reading and writing narratives can help us to understand ourselves. all writing has a purpose. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can narrative writing help us to make meaning of our experiences? How can narrative writing help us to relate to others? What elements are essential to narrative writing?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> story elements. plot diagram. point of view. sensory details. passive and active voice. relevant details. author's purpose. lead and conclusion. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using mentor texts to identify narrative elements. using story elements to create a narrative. using personal experiences to create a focused narrative. creating a focused lead and conclusion. logically sequencing events in a narrative. distinguishing between relevant and irrelevant events. distinguishing between active and passive voice verbs. establishing and maintaining a point of view. using description to elaborate. including dialogue. engaging in all phases of the writing process to fully develop and explain the events in a narrative.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Final draft of narrative write
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Pre-assessment of narrative writing • Mentor texts activities • Plot diagram activities and organizers • Relevant and irrelevant events activities and organizers • Description activities • Dialogue activities • Lead and conclusion activities • Active voice verbs activities • Rough draft of narrative write

Windham School District Curriculum

Literary Fiction: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.7 RL.6.8 RL.6.9 RL.6.10 W.6.9 (A) 	Transfer	
	Students will be able to identify common elements in various works of literature and make connections to themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> literary works contain similar elements and types of passages. active reading enhances a reader's understanding and readiness to react to a narrative. self-selection and reflection impact growth as an independent reader. stories contain multiple themes/messages for readers to find. characters, like people, change over time as a result of experiences and interactions with others. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How does reading literature help us develop our understanding of the connections between ourselves and others? How does reading literature help us to develop our understanding of what it means to be a member of society? How can reading stories help us to question our ideas and actions? How do specific literary elements affect a reader's experience?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> central idea. plot structure, story elements and theme. literary genres. novel, poem, drama. free verse poetry. point of view. textual evidence, direct quotes. literary signposts. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying central ideas using textual evidence. selecting and supporting themes using textual evidence. describing the impact specific story elements have on plot, conflict. analyzing how particular passages fit into the overall structure of a text. comparing and contrasting literary genres. explaining how an author develops point of view. comparing and contrasting literature presented in different mediums.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	<p>EVIDENCE:</p> <ul style="list-style-type: none"> • Literary analysis final drafts • Letter essays • Figurative and connotative meanings summative • Poetry final draft • CER paragraphs • Literary texts and media summative
Rubrics created from CCSS Classroom performances	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Summer reading project and related classroom activities • Literary elements vocabulary (pre - and post assessments) • Poetry elements lessons and assessments • Reading Zone (independent reading) activities such as: goal setting, journal writes, reflections, genre wheel, book talks, conferencing, formal/informal responses to literature • Plot diagram activities and organizers • Characterization activities and organizers • Signpost lessons and activities • Poetry elements activities • Poetry analysis activities and organizers • Figurative and connotative meaning lessons and activities • Poetry responses • CER paragraphs • Compare and contrast passages (literary texts, informational texts and media)

Windham School District Curriculum

Informational Text and Literary Nonfiction: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10 	Transfer	
	Students will be able to identify common elements of nonfiction text through the reading of multiple works to make connections to themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> multiple readings of and purposeful interactions with a text enhances comprehension. setting a purpose for reading increases understanding and readiness for discussion. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How does reading literary nonfiction help us to understand our surroundings? How can reading nonfiction help us to understand connections between the past and the present?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> nonfiction signposts. central ideas. author's point of view and purpose. connotation and denotation. textual evidence (direct quotes). text structures. technical vocabulary. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying the central idea of a text. chunking information to increase comprehension and to summarize. using close reading strategies (such as marking up the text). summarizing and paraphrasing text. interpreting textual evidence to support a claim. analyzing how a particular passage contributes to the development of the text. determining an author's point view. distinguishing claims that are supported from claims that are not. comparing and contrasting one author's presentation with that of another.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics based on CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Close reading graphic organizers • CER final writes
Rubrics based on CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Summarizing and paraphrasing lessons and activities • First and second read activities and written responses • Compare and contrast charts • Close reading and annotation activities and organizers • Responses to <i>NEWSELA</i> and <i>Readworks</i> articles • CER paragraphs

Windham School District Curriculum

Language Usage & Conventions: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> L.6.1 (A-C) L.6.2 (A-C) L.6.3 (A) L.6.4 (A-D) L.6.5 (A-C) L.6.6 	Transfer	
	Students will be able to demonstrate correct use of vocabulary, grammar and conventions in speaking and writing at the sixth grade level.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> knowing Greek and Latin roots affect one's reading and writing. context clues are important to unlocking meaning in complex text. effective communication requires the adherence to standard conventions of writing. understanding the standard conventions of grammar and mechanics provides increased choice in how writers convey their ideas. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are ways to increase my word power? How have Greek and Latin roots influenced the English language? How are the standard rules for grammar and mechanics related to effective communication? How does word choice affect meaning?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> pronouns. person, case, number. subject, object, possessive. intensive, reflexive. demonstrative, interrogative, indefinite. antecedent. subject-verb agreement. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using pronouns in the proper case number and person. recognizing and correcting vague pronouns. using commas, parentheses, and dashes effectively. varying sentence length and type to impact writing. identifying the meanings of Greek and Latin root and affixes. distinguishing among the connotations of words with similar denotations
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	<p>EVIDENCE:</p> <ul style="list-style-type: none"> • Vocabulary summatives • Grammar summatives • Language, vocabulary and conventions within summative writing assignments
Rubrics created from CCSS Classroom performances	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Daily Oral Language activities • Grammar activities • Membean and roots lessons and activities • Vocabulary lessons and activities • Vocabulary formatives • Grammar formatives • Language, vocabulary and conventions within CER paragraphs and rough drafts

Windham School District Curriculum

Speaking and Listening: Grade 6

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> SL.6.1 (A-D) SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6 	Transfer	
	Students will be able to adapt their speech and language to a variety of situations to effectively communicate their ideas regarding sixth grade topics.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> effective group communication takes practice. listening and speaking skills are critical to learning and communicating. visuals are important to enhancing a verbal presentation. volume and word choice change to fit the audience. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are some habits of effective listeners? What are some habits of effective speakers? What role does an audience play in a presentation?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> eye contact. audience. volume, pitch. body language. diction. pronunciation. collaboration. goal setting. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> engaging in collaborative discussions with their peers. setting specific goals and defining essential steps towards those goals. posing and responding to questions. responding appropriately to peer questions and comments. examining key ideas of a presentation. reflecting on and paraphrasing differing perspectives on a topic. delineating a speaker's argument and specific claims. presenting claims and findings. adapting speech to a variety of situations. demonstrating a command of standard English.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics based on CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Book talk presentation • Poetry presentation • Poetry recitation • Debate
Rubrics based on CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Book talk graphic organizers • Debate graphic organizers • Poetry graphic organizers • Public speaking activities and checklists • Class discussion reflections • Small group presentations • Class discussions • Partner discussions and activities • Reading zone conferences • Writer's workshop conferences

Grade 7 - ELA

Unit Name (ELA Content)	What	How	Why
Informative Writing	<ul style="list-style-type: none"> • Pre-assessment of informative writing • Using transitional sentences in a multi-paragraph essay. • Activities with leads, evidence, elaboration and paraphrasing in a formal style • MLA citations of direct quotes, portions of quotes, and the paraphrasing of quotations. • CER paragraphs • Informative essay formative and summative assessments 	<ul style="list-style-type: none"> • Cite sources and gather relevant information from multiple sources related to focused questions. • Develop multi-paragraph essay on a given topic, using evidence from multiple sources. • Establish and maintain a formal style (3rd person only). 	<ul style="list-style-type: none"> • Students will clearly organize information and communicate to inform their readers of a topic that has been developed through research. They will apply basic MLA formatting rules to avoid plagiarism.
Argument Writing	<ul style="list-style-type: none"> • Activities using claim and counterclaim • Claim/counterclaim organizers • CER argument paragraphs • Analyzing mentor text • Argument writing summative • Multiple works cited pages 	<ul style="list-style-type: none"> • Identify the credibility, accuracy, and bias of sources and gathering relevant information from multiple sources related to focused questions for claim and counterclaim. • Use mentor texts as models for developing a claim and counterclaim in argument writing. • Begin with a clear claim and counterclaim, and write a multi-paragraph essay on a given topic, using evidence from multiple sources. 	<ul style="list-style-type: none"> • Students will clearly organize and argue their claim of a given topic, acknowledging a counterclaim, that has been developed through research using citable sources. They will use MLA format (in-text citations and works cited page) to avoid plagiarism.

		<ul style="list-style-type: none"> Establish and maintain a formal style (3rd person only). 	
Narrative Writing	<ul style="list-style-type: none"> Pre-assessment of narrative writing Practice writing narrative leads and effective conclusions Mentor texts using dialogue Journal writes Narrative formative writing (rough drafts) Narrative summative (final copies) 	<ul style="list-style-type: none"> Use story elements effectively. Evaluate types of leads and conclusions using mentor texts. Use natural sequencing and time shifts in writing. Use description to include vivid imagery. Use dialogue to bring the story to life. Include focused and engaging details while eliminating extraneous details. Develop a purpose/meaning to the narrative piece, based on a personal event or experience. Use mentor texts to identify narrative elements. Engage in all phases of the writing process. 	<ul style="list-style-type: none"> Students will write first person point of view narratives, developing experiences or events using: natural or logically shifting time frames, description, action, and dialogue.
Reading Literary Fiction	<ul style="list-style-type: none"> Summer reading and extension activities Pre-assessment of literary elements Reading zone (independent reading) such as: goal setting, journal writes, reflections, genre wheel, book talks, conferencing, formal and informal responses to literature Class novels such as: <i>Curveball</i>, <i>A Christmas Carol</i>, <i>Brown Girl Dreaming</i>, and science fiction dystopian/sci-fi novels based differentiated levels 	<ul style="list-style-type: none"> Identify central ideas using multiple pieces of textual evidence. Identify theme. Analyze how story elements affect the main conflict. Identify and analyze the author's word choice and its impact on passages. Analyze how the structure of a passage affects its meaning. Determine differences in characters' points of view. Analyze different formats of the same work of literature: novel, play, video, and live stage version. 	<ul style="list-style-type: none"> Through the reading of multiple works of literature, students will analyze common elements and make connections to themselves and the world.

	<ul style="list-style-type: none"> • Short stories such as “Seventh Grade” based upon the theme of identity • Poetry analysis and writes • Literary signposts activities • Literary Annotations and analysis • Connection activities between literature and nonfiction events • Thematic threads chart • Literary analysis summative essay 	<ul style="list-style-type: none"> • Read and comprehend literature including stories, novels, dramas, and poems at the 6th-8th grade level text complexity band 	
Informational Text and Literary Nonfiction	<ul style="list-style-type: none"> • Identification of nonfiction signposts • Identification and analysis of nonfiction signposts to enhance understanding • Close reading of nonfiction articles • Journal responses • Summative nonfiction essay • Compare and contrast the use of word choice on the related topics • Compare and contrast articles for point of view and bias 	<ul style="list-style-type: none"> • Identify central ideas using multiple pieces of textual evidence • Analyze the interactions between individuals, events, and ideas in a nonfiction text • Determine technical meanings and analyze their impact on the text • Identify and analyze the structure an author uses and its impact on a passage • Determine an author’s point of view and how that point of view is distinguished from others • Compare and contrast a text with different mediums • Evaluate the argument and specific claims in a text to determine if it is sound and relevant to the claim • Analyze how different authors write about the same topic • Read and comprehend literary nonfiction text at the 6th-8th grade level text complexity band 	<ul style="list-style-type: none"> • Through the reading of multiple works of nonfiction, students will analyze common elements to learn about and make connections to themselves and the world.

Language Usage	<ul style="list-style-type: none"> • Greek/Latin roots formative and summative assessments • Classical roots vocabulary activities • Membean formative and summative assessments 	<ul style="list-style-type: none"> • Demonstrate command of phrases and clauses and their function in sentences. • Demonstrate command of simple, compound, complex, and compound-complex sentences. • Demonstrate command of comma usage to separate coordinate adjectives. • Use knowledge of language and conventions when writing, speaking and listening such as choosing language that expresses ideas precisely and concisely, eliminating wordiness and redundancy. • Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of words. • Demonstrate understanding of figurative language, relationships, and nuances in word meanings. • Acquire and use grade-appropriate general academic vocabulary. 	<ul style="list-style-type: none"> • Students will demonstrate proper use of vocabulary, grammar, and conventions in their speaking and writing at the seventh-grade level.
Speaking and Listening	<ul style="list-style-type: none"> • Informal and formal book talks • Class/small group discussions • “Turn and Talk” partner discussions • Reading and writing conferences • Poetry recitations 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions such as: one-on-one, in groups, and teacher led. • Come to discussions prepared, having read or researched material under study; explicitly drawing on preparation by referring to evidence on the topic, text, or issue to probe and reflect on skills under discussion. 	<ul style="list-style-type: none"> • Students will adapt their speech and language for a variety of situations to effectively communicate their ideas regarding seventh grade level topics.

Windham School District Curriculum

Informative Writing: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.7.1 (A-F) W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 (B) W.7.10 	Transfer	
	Students will be able to clearly organize information to inform readers of a topic that has been developed through research. They will apply basic MLA formatting rules to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> clarity and organization of one's ideas in writing is key to readers' understanding. writing can help to develop our understanding of our world. all writing has a purpose. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can our understanding of the world change when we write to explain? How do organization and structure of writing affect meaning?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> MLA format guidelines. Works Cited page. reliability and accuracy. in-text citations. direct quotes, paraphrasing and statistics. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using basic MLA format. providing in-text citations. assessing reliability and accuracy of sources. using informative techniques to advise a reader on a topic. using all stages of the writing process to inform others. gathering information from multiple sources and presenting it accurately. engaging with all stages of the writing process to produce coherent, polished writing.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Informational essay final draft • Works Cited page final draft • MLA citations in final draft
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Informative writing pre-assessment • Mentor texts responses • Nonfiction signposts annotations • Evaluating sources activities • MLA citation lessons and activities • CER paragraph responses • Research notes • Informational essay rough drafts • Works Cited page rough draft • MLA citations in final essay

Windham School District Curriculum

Argument Writing: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.7.1 (A-E) W.7.4 W.7.5 W.7.6 W.7.8 W.7.9 (B) W.7.10 	Transfer	
	Students will be able to effectively organize and argue a claim for a given topic and acknowledge a counterclaim that has been developed through research using credible sources. They will use MLA format (in-text citations and works cited page) to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> effective arguments are supported by specific evidence. writing can help to develop our thinking. all writing has a purpose. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can we learn about ourselves when we write to persuade others? Why do people value choice? What role does emotion play in argument?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> third-person point of view. credibility and accuracy. author's bias, purpose, and audience. MLA format guidelines. in-text citation. Works Cited page. claim and counterclaim. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying credible sources. recognizing author's bias, purpose. using basic MLA format. providing basic in-text citations. using argument techniques in writing. establishing and maintaining a formal third- person point of view.. using all stages of the writing process to establish a claim and develop an argument. recognizing a counterclaim in argument writing.
Used in Content Area Standards		

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics based on CCSS	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Research-supported argument essay final copy • Works Cited page final draft • MLA citations in final draft
Rubrics based on CCSS Classroom performance	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Nonfiction signpost lessons and activities • Pre-assessment argument writing • Close reading activities to answer research questions • C.E.R. argument paragraphs • Analyzing argument mentor texts • Argument/Research essay graphic organizer • Argument/Research essay rough drafts • Research notes

Windham School District Curriculum

Narrative Writing: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.7.3 (A-E) W.7.4 W.7.5 W.7.6 W.7.10 	Transfer	
	Students will be able to write first person point of view narratives, developing experiences or events using logically-shifting time frames, description, action and dialogue.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> certain techniques are essential in narrative writing. writing narratives involves self-reflection of one's actions and choices. all writing has a purpose. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can writing narratives help us to better understand ourselves? How can writing narratives help us to explore the effects our choices have on ourselves and others around us?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> purpose/meaning (in personal narrative). point of view. story elements. lead and conclusion. logically shifting time frames. pacing and action. dialogue. sensory detail. imagery. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> creating and maintaining a purpose in written narrative. balancing sequencing and time-shifts to develop events in a narrative. using dialogue to create authenticity. incorporating sensory details and vivid imagery. creating and maintaining a purpose. writing engaging narrative leads and meaningful conclusions. using mentor texts as a part of the writing process. engaging in all aspects of the writing process to craft cohesive and interesting narratives.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> Narrative essay final draft
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> Pre-assessment of narrative writing Rough drafts of leads, conclusions Leads activity Descriptive/sensory detail writing activities Rough draft narrative essay Journal writes in response to prompts, essential questions Writing workshop: teacher conferencing and peer conferencing. Writing mini-lessons; exploding a moment, adding dialogue, figurative language Dialogue notes and activities Sequencing, time shifts and transition activities Analyzing mentor texts

Windham School District Curriculum

Literary Fiction: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> • RL.7.1 • RL.7.2 • RL.7.3 • RL.7.4 • RL.7.5 • RL.7.6 • RL.7.7 • RL.7.9 • RL.7.10 • W.7.9 (A) 	Transfer	
	Students will be able to analyze common elements present in various works of literary fiction and make connections to themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • active reading enhances a reader's understanding and readiness to react to a narrative. • self-selection and reflection impact growth as an independent reader. • theme must be supported by multiple pieces of textual evidence. • point-of-view impacts a piece of literature. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How does reading literature help us to better understand ourselves and our connections to others? • How can fiction help us to make sense of the real world? • How can reading fiction help us to increase our appreciation of the past? • How may reading about a fictional character lead us to question our own actions and motives?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • novella and drama. • free verse poetry. • literary signposts. • character's point of view. • theme. • characterization. • story elements. • word choice: connotation and denotation • textual evidence (direct quotes). 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • using literary signposts to closely read, enhance comprehension and generate questions. • identifying character's point of view and its impact on a piece of literature. • determining differences in characters' points of view and impact on the story. • finding support for suggested themes in textual evidence. • analyzing the effect of setting on a story's conflict. • analyzing word choice and its impact on the reader. • identifying text structure in selected pieces of poetry and its impact on meaning. • comparing different formats of the same work (novel, drama, video, live play version).
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Literary analysis essay • Letter essays • In-class written summatives for class novels and plays
Rubrics created from CCSS Classroom Performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Summer reading activities • Reading zone activities to include: goal setting, teacher conferencing, journal writing, book talks, formal and informal written responses to literature. • Class novels and short stories activities • Literature circles/reading groups activities • Thematic threads graphic organizer • Poetry analysis graphic organizer • Small group and student led discussions of class novels • Literary signposts sticky notes, annotations and responses • Character trait charts and activities • CER paragraphs

Windham School District Curriculum

Informational Text and Literary Nonfiction: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> RI. 7.1 RI. 7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 	Transfer	
	Students will be able to recognize and use common elements of nonfiction text to make meaning as they read to learn about, and make connections to, themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> author's bias can affect reliability. word choice can affect meaning. understanding a text's structure can improve comprehension. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can reading nonfiction help us to explain the things that happen around us? How can reading about the past help us to make decisions about how we live today?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> nonfiction signposts. textual evidence. author's point of view and purpose. connotation, denotation. direct quotes. text structure. technical vocabulary. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying the central idea in informational text. identifying textual evidence to support main ideas. using nonfiction signposts to improve comprehension. identifying author's point of view and purpose. analyzing author's word choice to determine its effect on style and purpose. analyzing different text structures to determine the effect on a reader's understanding.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics based on CCSS	ASSESSMENT: <ul style="list-style-type: none">• Informational essay final draft
Rubrics based on CCSS Classroom Performances	OTHER EVIDENCE: <ul style="list-style-type: none">• Nonfiction signposts lessons and activities• Evaluating sources activities• Analyzing mentor texts from sources including <i>Newsela</i>, and <i>The New York Times</i>.• CER paragraph responses

Windham School District Curriculum

Language Usage & Conventions: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 	<i>Transfer</i>	
	Students will be able to demonstrate correct use of vocabulary, grammar, and conventions in their speaking and writing at the seventh grade level.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Greek and Latin roots form many words in the English language. effective communication relies on the usage of standard conventions. written communication and proper grammar mechanics promote fluency of communication. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are ways to increase my word power? How are the standard “rules” of grammar and mechanics related to a writer’s craft? Is it ever appropriate to “break” the rules of grammar and mechanics?
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> allusions. connotation and denotation. figurative language and nuances. phrases and clauses. simple, compound, complex, and compound-complex sentences. coordinating adjectives. subordinating conjunctions. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> understanding analogies especially those related to synonyms and antonyms. identifying context clues in grade level text. analyzing figurative language in poetry. using knowledge of language and conventions to show mood. using commas to separate coordinating adjectives. determining the meaning of words using Greek and Latin roots and affixes.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Assessment of grammar, phrases and clauses in final draft writing
Rubrics created from CCSS Classroom Performance	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Close reading activities to increase comprehension • Analysis of poems for figurative language • Membean practice and assessment • Synonyms and antonyms practice when defining unknown words • Online dictionary activity for connotations and denotations • Phrases and clauses formative assessments • Grammar mini-lessons

Windham School District Curriculum

Speaking and Listening: Grade 7

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> • SL. 7.1 • SL. 7.2 • SL..7.3 • SL.7.4 • SL.7.5 • SL.7.6 	Transfer	
	Students will adapt their speech and language for a variety of situations to effectively communicate their ideas regarding seventh grade level topics.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • effective collaboration requires conscious effort. • learning relies on the development of listening skills. • visual elements enhance understanding of verbal communication. • effective speakers adjust content and speaking style according to the needs of the situation, setting, and audience. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What are some habits of effective listeners? • What are some habits of effective speakers? • How can understanding the rules of the English language help a speaker to prepare for a presentation?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • rules for collegial discussions. • individual roles in discussions. • eye contact. • audience. • volume. • body language. • diction. • pronunciation. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • engaging in collaborative discussions. • posing questions and comments in small group and whole class discussions. • posing questions and comments that elicit elaboration. • acknowledging new information expressed by others. • identifying and analyzing a speaker's' claim and evidence. • using appropriate eye contact, volume, diction and clear pronunciation. • adapting speech to a variety of context and tasks. • using multimedia and visuals to clarify information in a presentation.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Summer reading project presentations • Poetry recitations
Rubrics from CCSS Classroom performance	OTHER EVIDENCE: <ul style="list-style-type: none"> • Book talks • Mini-research project presentation • Poetry analysis small group discussions • Class novel discussions • Literature circles/book clubs • “Turn and Talk” partner discussions and activities • Reading zone conferences • Writer’s workshop conferences

Grade 8

Unit Name (ELA Content)	What	How	Why
Informative Writing	<ul style="list-style-type: none"> • Informative writing pre-assessment • Informative vocabulary formative and summative assessments • Evaluating sources activities • MLA citation packet • Quotes and attribution packet • CER paragraphs formative and summative assessments • Informative essay note taking chart • Informative essay with works cited page summative (final draft) 	<ul style="list-style-type: none"> • Assess the credibility and accuracy of sources and gather relevant information from multiple sources using focus questions. • Use mentor texts to identify elements of essay structure within informational writing and develop their own writing based on the elements. • Create a well-developed multi-paragraph essay on a self-chosen topic using relevant evidence from multiple self-assessed sources. • Establish and maintain a formal style (3rd person only). • Engage in all phases of the writing process. 	<ul style="list-style-type: none"> • Students will clearly organize and inform their readers of a well-chosen topic that has been developed through research using reliable sources. They will effectively use MLA format (in-text citations and works cited page) to avoid plagiarism.
Argument Writing	<ul style="list-style-type: none"> • Argument unit pre-assessment • Argument vocabulary summative • Analyzing advertisement activity • Creating advertisement activity • Pro/Con class discussions and activities • CER paragraphs: formative • Analyzing mentor text activities 	<ul style="list-style-type: none"> • Assess the credibility, accuracy, and bias of sources and gather relevant information from multiple sources using focus questions for both their claim and counterclaim. • Use mentor texts to identify elements of essay structure within argument 	<ul style="list-style-type: none"> • Students will clearly organize and argue their claim of a well-chosen topic that has been developed through research using reliable sources, addressing and rebutting a counterclaim. They will effectively use MLA format (in-text citations and works cited page) to avoid plagiarism.

	<ul style="list-style-type: none"> • Class debates • Argument note-taking chart • Argument essay graphic organizer • Argument essay and works cited page summative (final drafts) • Argument essay power point oral presentation 	<p>writing and develop their own writing based on the elements.</p> <ul style="list-style-type: none"> • Create a well-developed multi-paragraph argument essay on a self-chosen topic, which addresses and rebuts the counterclaim, using relevant evidence from multiple self-assessed sources. • Establish and maintain a formal style (3rd person only). • Engage in all phases of the writing process. 	
Narrative Writing	<ul style="list-style-type: none"> • Narrative unit pre-assessment • Narrative unit vocabulary formative and summative assessments • 6-word memoir activities • <i>Encyclopedia of an Ordinary Life</i> paragraph writing activities • Descriptive/sensory details writing activities • Dialogue notes and activities • Experiment with narrative essay leads and conclusion notes and activities • Analyze mentor text for narrative techniques • Narrative rough drafts • Narrative summative assessment 	<ul style="list-style-type: none"> • Tailor the story elements to match the chosen narrative style. • Experiment with narrative leads and conclusions to engage the reader. • Create narrative writing with sequencing, time shifts and pacing that develop the action of the story. • Use description to create vivid imagery and evoke senses in the reader. • Use dialogue to propel the action of the story forward. • Create a theme that connects with the readers. • Engage in all phases of the writing process. 	<ul style="list-style-type: none"> • Students will write real or imagined narratives using effective techniques such as: establishing point of view, natural sequencing/time shifts, pacing, dialogue and description to develop action and move the plot forward.

Literary Fiction	<ul style="list-style-type: none"> • Summer reading and related activities • Reading Zone (independent reading) activities such as: goal setting, journal writes, reflections, genre wheel, book talks, conferencing, formal/informal responses to literature • Class novels such as: <i>12 Angry Men</i>, <i>The Giver</i>, <i>Fahrenheit 451</i>, <i>The Uglies</i>, <i>Animal Farm</i>, and <i>Ender's Game</i> • Short Stories such as: "The Tell-Tale Heart," "Harrison Bergeron," "To Serve Man," "The Lottery," and "There Will Come Soft Rains" • Poems such as: Poe - "Alone," "To Helen," and "Annabel Lee" • Author's word choice activities • Literary Signpost Activities/Annotations and Responses • Character Trait Charts • CER Paragraphs • P.O.V. Project Summative • In-class Summative (Reading Comprehension) • Literary Analysis Essay Summative (final draft) 	<ul style="list-style-type: none"> • Identify central ideas using the strongest textual evidence. • Analyze themes using textual evidence. • Analyze specific story elements to determine how they impact the plot and characters. • Determine and analyze the author's word choice and its impact on passages of literature. • Compare and contrast the structures of two or more texts to analyze their meaning and style. • Analyze characters' traits and points of view and how they create irony, suspense, and humor. • Analyze a film or live production of a piece of work and evaluate the choices made by the director or actors. • Read and comprehend literature including stories, novels, dramas, and poems at the high end of grades 6-8 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • Through the reading of multiple works of literature, students will analyze common elements and make connections to themselves and the world.
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<p>Informational Text and Literary Nonfiction</p>	<ul style="list-style-type: none"> Articles from sources such as: Newsela, <i>New York Times</i>, <i>Washington Post</i>, etc. CER Paragraphs Close Reading nonfiction strategies (annotations) Nonfiction Signposts Evaluating sources activity Informative writing formative and summative assignments 	<ul style="list-style-type: none"> Identify and analyze central ideas and inferences using the strongest textual evidence. Analyze how a text makes connections among individuals, ideas or events. Determine and analyze the author's word choice and its impact on a passage. Analyze the structure of a specific paragraph and determine the role of sentences in developing and refining a key concept. Determine an author's point of view/purpose and analyze how the author responds to conflicting viewpoints. Evaluate the advantages and disadvantages of different mediums to present topics. Evaluate the argument and specific claims in a text and determine if the evidence is relevant. Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree. Read and comprehend nonfiction at the high end of grades 6-8 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> Through the reading of multiple works of nonfiction, students will analyze common elements to learn about and make connections to themselves and the world.
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Language Usage	<ul style="list-style-type: none"> • Membean practice • Membean formative and summative assessments • Greek/Latin roots formative and summative assessments • Unit vocabulary activities • Unit vocabulary formative and summative assessments • Final drafts of essays • Grammar lessons • Grammar formative assessments 	<ul style="list-style-type: none"> • Demonstrate command of verb usage such as: function of verbals, and active and passive voice. • Demonstrate command of proper spelling and punctuation such as: comma, ellipsis, and dashes. • Use knowledge of language and conventions when writing, speaking and listening. • Determine the meaning of words based on the Greek and Latin affixes and context clues. • Demonstrate understanding of figurative language, relationships, and nuances in word meanings. • Acquire and use grade-appropriate general academic vocabulary. 	<ul style="list-style-type: none"> • Students will demonstrate proper use of vocabulary, grammar, and conventions in their speaking and writing at the eighth-grade level.
Speaking and Listening	<ul style="list-style-type: none"> • Informal and formal book talks • Class/small group discussions • Reading and writing conferences • Formal oral presentations 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions such as partner work and class discussions. • Come to discussions prepared, follow rules for collegial discussions, set specific goals, pose questions, and respond to others' comments. • Analyze the purpose of information presented in diverse media and formats. 	<ul style="list-style-type: none"> • Students will adapt their speech and language for a variety of situations to effectively communicate their ideas regarding eighth grade level topics.

		<ul style="list-style-type: none"> • Delineate a speaker's argument and specific claims and evaluate the relevancy and irrelevancy of the evidence. • Present claims and findings, emphasize points in a focused, and coherent manner, with well-chosen facts using appropriate eye contact, volume, and clear pronunciation. • Integrate multimedia and visual displays to clarify information in the presentation. • Adapt speech to a variety of context and tasks with command of formal English when appropriate. 	
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Windham School District Curriculum

Informational Writing: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.8.2 (A-F) W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 (B) W.8.10 	Transfer	
	Students will be able to clearly organize their ideas and inform readers of a well-chosen topic that has been developed through research using reliable sources. They will effectively use MLA format (in-text citations and works cited page) to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> not all sources provide reliable evidence. writing to inform others is one way to make sense of the world around us. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Why is it important to make sure that informational sources are reliable and credible? How can writing to explain (inform) help us to understand the world?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> MLA format guidelines. Works Cited page. credibility, reliability, and accuracy. attribution, in-text citations. direct quotes, paraphrasing, and statistics. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using MLA format. providing attribution and in-text citations. assessing credibility and reliability of sources. organizing evidence to fit the purpose and audience. using informative techniques to advise a reader on a topic. using all stages of the writing process to inform others.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none">• Informative project final copy
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none">• Informative unit pre-assessment• Evaluating sources activities• MLA citation lessons, packets, and activities• Quotes and attribution lessons and packets• CER paragraph responses• Research note-taking charts• Informative project rough draft

Windham School District Curriculum

Argument Writing: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.8.1 (A-E) W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 (B) W.8.10 	Transfer	
	Students will be able to clearly organize their ideas and argue their claim of a well-chosen topic that has been developed through research using reliable sources, addressing and rebutting a counterclaim. They will effectively use MLA format (in-text citations and works cited page) to avoid plagiarism.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> crafting an effective argument requires a person to be well-informed. effective counterarguments also require evidence. informed decision-making can lead to social change. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Can one person always be right? What role can an individual play in using arguments to affect change?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ethos, pathos and logos. author's bias, purpose, and audience. MLA format guidelines. attribution, in-text citation. Works Cited page. claim. counterclaim and rebuttal. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying credible sources. recognizing author's bias, purpose. addressing various audiences. using MLA format. providing attribution and in-text citations. using argumentative techniques. establishing and maintaining formal and informal argument styles. using all stages of the writing process to establish and develop claims, argument, counterargument and rebuttal.
Used in Content Area Standards		

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Final argument essay • Final argument oral presentation
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Pre-assessment essay • Argumentative techniques lessons and quizzes • Analyzing persuasion in advertisements • C.E.R. argument paragraphs • Class debates • Analyzing argument mentor texts • Argument essay graphic organizer • Argument essay rough draft

Windham School District Curriculum

Narrative Writing: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> W.8.3 (A-E) W.8.4 W.8.5 W.8.6 W.8.10 	Transfer	
	Students will be able to write real or imagined narratives using effective techniques such as: establishing point of view, natural sequencing/time shifts, pacing, dialogue and description to develop action and move the plot forward.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> narrative writing requires self-reflection and an examination of the world around us. reading and writing narratives can strengthen one's connections to others. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How can narrative writing help us to explore the effects our choices have on the world around us? How can narrative writing help us to better understand human emotions?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> point of view. time shifts. pacing. dialogue format. sensory details. author's purpose. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> balancing sequencing and time-shifts to communicate events in a narrative. using dialogue to build suspense and propel the plot forward. incorporating sensory imagery. creating and maintaining a purpose in written narrative. engaging in all aspects of the writing process to craft relatable and thought-provoking narratives.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> Final copy narrative essay
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> Narrative writing pre-assessment Six word memoirs My life in a tweet activity <i>Encyclopedia of an Ordinary Life</i> entries Descriptive/sensory detail writing activities Dialogue notes and activities Inner thinking/mood notes and activities Sequencing, time shifts and pacing activities with active and passive verbs Experiment with essay leads and conclusions notes and activities Analyzing mentor texts (student and professional) Rough draft narrative essay

Windham School District Curriculum

Literary Fiction: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.8 RL.8.9 RL.8.10 W.8.9 (A) 	Transfer	
	Students will be able to analyze common elements from multiple works of literature and make connections to themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> active reading enhances a reader's understanding and readiness to react to a narrative. self-selection and reflection impact growth as an independent reader. stories contain multiple themes/messages for readers to find. characters, like people, change over time as a result of experiences and interactions with others. with increased knowledge comes increased responsibility. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How does reading literature help us develop our understanding of the connections between ourselves and others? How does reading literature help us to develop our understanding of what it means to be a member of society? How can reading stories help us to question our ideas about human nature?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> novella and drama. free verse poetry. literary signposts. character's point of view. theme. character traits and point of view. irony, suspense and humor. story elements. word choice: connotation and denotation. textual evidence (direct quotes). 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using literary signposts to closely read, enhance comprehension and generate questions. analyzing character's point of view and its impact on a piece of literature. analyzing themes using textual evidence. analyzing word choice and its impact on the reader. comparing and contrasting literary text structures.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Literary analysis essay • P.O.V. project • In-class summative on reading comprehension for class novels and plays
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Summer reading activities • Reading zone activities • Class novels activities • Short stories activities • Author's word choice activities • Literary signposts activities, annotations and responses • Character trait charts and activities • Comprehension questions • CER paragraphs

Windham School District Curriculum

Informational Text and Literary Nonfiction: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.7 RI.8.8 RI.8.9 RI.8.10 	Transfer	
	Students will be able to analyze common elements by reading multiple works of nonfiction text to learn about and make connections to themselves and the world.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> reading and thinking about the world can help us to shape our future. there is more than one way to consider the idea of “truth.” 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> How does reading literary nonfiction help us to understand the connections between ourselves and others? How can reading nonfiction help to explain the things that happen around us? What role does truth have in literary nonfiction?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> nonfiction signposts. author’s point of view and purpose. connotation and denotation. textual evidence (direct quotes). text structures. technical vocabulary. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using nonfiction signposts to improve comprehension and generate questions. identifying author’s point of view and purpose. analyzing author’s word choice and how it affects their style and purpose. identifying textual evidence to support main ideas. analyzing different text structures and determine where they differ.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics based on CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Informative writing summative essay
Rubrics based on CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Analyzing mentor texts from sources such as Newsela, <i>New York Times</i>, <i>Washington Post</i>, etc. • CER paragraph responses • Close reading nonfiction strategy lessons and activities • Nonfiction signposts • Evaluating sources activities

Windham School District Curriculum

Language Usage & Conventions: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> L.8.1 (A-C) L.8.2 (A-C) L.8.3 (A) L.8.4 (A-D) L.8.5 (A-C) L.8.6 	Transfer	
	Students will be able to demonstrate proper use of vocabulary, grammar, and conventions in their speaking and writing at the eighth grade level.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> knowing Greek and Latin roots affects one's reading and writing. context clues are important to unlocking meaning in complex text. effective communication requires the adherence to standard conventions of writing. understanding the standard conventions of grammar and mechanics provides increased choice for how writers convey their ideas. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are ways to increase my word power? How have Greek and Latin roots influenced the English language? How are the standard rules for grammar and mechanics related to writer's craft? How does word choice affect meaning?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> verbals. active and passive voice. commas, ellipsis, and dashes. mood. Greek and Latin affixes. figurative language and nuances. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> using verbals to create active and passive voice. using knowledge of language and conventions to show mood. using commas, ellipsis, and dashes to show breaks and pauses in writing. displaying proper spelling and punctuation in writing. determining the meaning of words using Greek and Latin affixes and context clues. demonstrating understanding of figurative language and nuances to show relationships between words.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Membean trimester summatives • Greek and Latin affixes mid-year summative • Greek and Latin affixes final summative • Unit vocabulary summatives • Grammar summatives • Final drafts of essays
Rubrics created from CCSS Classroom performances	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Membean practice • Membean biweekly quizzes • Greek and Latin affixes weekly lessons and activities • Greek and Latin affixes biweekly quizzes • Unit vocabulary lessons, activities and quizzes • Grammar lessons, activities and quizzes • CER paragraphs • Rough drafts of essays

Windham School District Curriculum

Speaking and Listening: Grade 8

Stage 1 Desired Results		
Content Standards: <ul style="list-style-type: none"> SL.8.1 (A-D) SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6 	Transfer	
	Students will be able to adapt their speech and language for a variety of situations to effectively communicate their ideas regarding eighth grade level topics.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> effective collaboration requires planning and conscious effort. learning relies on the development of listening skills. visual elements enhance understanding of verbal communication. effective speakers adjust content and speaking style according to the needs of the situation, setting, and audience. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are essential considerations when addressing an audience? How are voice and word choice related when addressing an audience? What are some reasons a person may choose to present their ideas verbally instead of in a written format?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> eye contact. audience. volume. body language. diction. pronunciation. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> engaging in collaborative discussions. setting specific goals, questions, comments to respond to others. analyzing the purpose of a speaker. identifying and analyzing a speaker's' claim and evidence. using appropriate eye contact, volume, diction and clear pronunciation. adapting speech to a variety of contexts and tasks. using multimedia and visuals to clarify information in a presentation.
Used in Content Area Standards		21st Century Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubrics created from CCSS	ASSESSMENT: <ul style="list-style-type: none"> • Summer reading group presentations • Periodic book talks • Argument oral presentation
Rubrics created from CCSS Classroom performances	OTHER EVIDENCE: <ul style="list-style-type: none"> • Small group presentations • Class discussions • Partner discussions and activities • Round robin book talks • Reading zone conferences • Writer's workshop conferences • Analyzing mentor videos (professional presentations)

Cultural Foundations

Unit Name	What	How	Why
Summer Reading	<ul style="list-style-type: none"> Social issues and values, including individuality, order, identity and power at an introductory level 	<ul style="list-style-type: none"> Through literature such as <i>Anthem</i> and <i>Animal Farm</i>. Through demonstration of learning with assignments such as a creative project and timed writing prompt. 	<ul style="list-style-type: none"> To set up the themes that students will experience throughout the course with history content to support.
Quarter 1	<ul style="list-style-type: none"> The conflict between individuals and their societies 	<ul style="list-style-type: none"> Through literature such as <i>Romeo and Juliet</i> and other Shakespearean works. Through demonstration of learning with assignments such as a literary analysis essay and a creative project. 	<ul style="list-style-type: none"> To identify and explore humanism, leading students to understand more about the importance of breaking tradition and restraints for the sake of personal happiness and justice.
Quarter 2	<ul style="list-style-type: none"> The idea of creating and maintaining order. Individuality based on good vs. evil 	<ul style="list-style-type: none"> Through literature such as <i>Lord of the Flies</i>. Through demonstration of learning with assignments such as a literary analysis essay and a creative project. 	<ul style="list-style-type: none"> To identify and explore social classes and the struggle for balance of power, leading students to understand more about the importance of fair and just leadership, societal roles and rules, and equality.
Quarter 3	<ul style="list-style-type: none"> Finding identity in a changing world 	<ul style="list-style-type: none"> Through literature such as <i>Things Fall Apart</i>, <i>Animal Farm</i>, <i>Hard Times</i>, and <i>Shooting an Elephant</i>. Through demonstration of learning with assignments such as a synthesis essay and research paper. 	<ul style="list-style-type: none"> To identify and explore one's individual, social and cultural identity, leading students to understand more about the importance of the need for and consequences of progress and the struggle to follow one's own moral code rather than conform to the pressures of others.
Quarter 4	<ul style="list-style-type: none"> Power, perspective and violence 	<ul style="list-style-type: none"> Through literature such as <i>Night</i> and wartime poetry. 	<ul style="list-style-type: none"> To identify and explore how something appears versus the experiences of reality, as well as

		<ul style="list-style-type: none"> • Through demonstration of learning with assignments such as a literary analysis essay. 	<p>the corruption of power and its impact on mankind, leading students to understand more about the importance of the voice of experience and speaking for others who cannot.</p>
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Windham School District Curriculum

Cultural Foundations

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <ul style="list-style-type: none"> Students will grow in their ability to read and analyze culturally diversified texts. Students will write skillfully for real-world and academic purposes. <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> RL. 9-10. 1, 2, 3 RIT. 9-10. 3, 4 SL. 9-10. 1 W. 9-10. 1, 4,5,6 L 9-10. 2,3, 4 	<i>Transfer</i>	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> Read fluently and with understanding. Apply strategies for analyzing literary works. Use written documents to make inferences and draw conclusions. Write for a purpose and an audience. Interpret visual media. Demonstrate command of proper English conventions in writing. Determine meaning of unknown word and phrases. Relate reading to prior knowledge and experience and make connections to relate information. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that they should ...</i></p> <ul style="list-style-type: none"> read for a wide variety of Western literature fluently and with understanding and appreciation for Western literary and cultural heritage as essential for students to succeed as learners, both in school and throughout life. write effectively for a variety of audiences to become successful communicators and participants of society. read fiction and nonfiction, and informational texts as an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings. possess the critical thinking skills of analyzing, comparing, categorizing, classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, and application of required practice over time and in a variety of ways. interpret and critically analyze classical and contemporary literature will lead to an appreciation for the universal truths of the human experience and better understanding of themselves. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What does man do when values conflict with society? How does mankind create and maintain order? How does mankind maintain identity in a changing world? How do power and violence create and influence perspective?

Acquisition		
	<i>Students will know that ...</i> <ul style="list-style-type: none"> Cultural Foundations is a written response to changes undergone in the Western world from the Medieval Ages to the twentieth century. Students will know how religion, race, war, colonization, and industrialization impact humanity. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Analyzing, identifying, and interpreting fiction and nonfiction. Understanding of current and past events by making connections with important nonfiction documents and vital fiction that epitomizes the relevant Western culture being studied.
	Used in Content Area Standards	21st Century Skills
		<ul style="list-style-type: none"> <i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i> <i>Creativity</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Use the WHS Literary Analysis Rubric to evaluate writing assignments and improve clarity and coherence of expression.	ASSESSMENT: <ul style="list-style-type: none"> Literary Analysis essays Group Presentations Posters displaying content knowledge and critical thinking Literature Circles Multimedia presentations

Freshman Writing

Unit Name	What	How	Why
Narrative Writing	<ul style="list-style-type: none"> Identifying writing types Knowing why we write Using Google Docs and PowerSchool Identifying narrative components MLA formatting Purpose and focus of narrative commonly Confused words Punctuating dialog Plot devices in narrative Transitions, leads and endings editing vs proofreading numbers rule Ending sentences in a preposition 	<ul style="list-style-type: none"> Collection of materials. Writer's notebook. Setting up portfolios. Personal Narrative. Understanding of Commonly Confused Words. Work with sample narratives. 	<ul style="list-style-type: none"> To demonstrate the ability to write using sensory details, convey feelings, and describe an experience through a unique perspective and defined voice.
Argument Writing	<ul style="list-style-type: none"> Organizing/outlining a paper Incorporating/analyzing quotations Citing direct quotes Providing context and analysis when using quotes MLA formatting quotes and in-text citations Subject/verb agreement Pronoun/antecedent agreement Creating a MLA style Works Cited page 	<ul style="list-style-type: none"> Anthem/Animal Farm Thesis-driven Paper. Assessment on subject/verb agreement and pronoun/antecedent agreement. Work with sample arguments. 	<ul style="list-style-type: none"> To investigate a topic, generate and evaluate evidence, recognize various views, and establish a position on that topic in a logical, concise manner.
Informational Writing	<ul style="list-style-type: none"> Responsible research Notetaking Paragraph structure Organizing/outlining a paper 	<ul style="list-style-type: none"> Current Event Informative Annotated Bibliography and Infographic. 	<ul style="list-style-type: none"> To illustrate the cause and effect relationship of a topic through investigation, collecting data, and providing a visual representation

	<ul style="list-style-type: none"> Evaluating sources Using GALE databases Paraphrasing and plagiarism Proper and effective use of punctuation Independent and dependent clauses Incorporation of charts/ tables 	<ul style="list-style-type: none"> Assessment on punctuation and sentence types. Work with sample informative writing pieces. 	that presents specific, important information pertaining to a given topic.
Character Development and Authentic Dialogue	<ul style="list-style-type: none"> Reviewing narrative components Finding narrative components in narrative texts Skill review for remediation 	<ul style="list-style-type: none"> Script-Based Narrative- using a text such as <i>To Kill a Mockingbird</i>. Skills remediation time: commonly confused words, sub/verb and pro/ante agreement, punctuation and sentence types. 	<ul style="list-style-type: none"> Transfer knowledge of character perspective and diction into a newly generated situation with realistic dialogue and human understanding.
Fusing Text Types	<ul style="list-style-type: none"> Parts of speech and clauses Reminders about MLA formatting 	<ul style="list-style-type: none"> Social Issues and Stereotypes Fused Text Types paper Quiz on parts of speech and clauses. 	<ul style="list-style-type: none"> Synthesize the three writing styles to demonstrate a thorough understanding of how to best engage and impact the reading audience.
Speech Writing and Delivery	<ul style="list-style-type: none"> Annotation of text Close reading Signposts and using them in your speaking/writing Public speaking and speech writing strategies 	<ul style="list-style-type: none"> Close Reading Practice. Speech. 	<ul style="list-style-type: none"> To convey information or persuade an audience using facts, appropriate vocabulary, key terms, increase speaking fluency, and developing an understanding of a target audience.
Narrative Nonfiction vs. Research Nonfiction	<ul style="list-style-type: none"> Style: syntax, sentence structure, word choice and punctuation for effect 	<ul style="list-style-type: none"> Narrative Nonfiction Paper Reading Nonfiction Excerpts in Groups 	<ul style="list-style-type: none"> To identify and illustrate the differences in informational delivery systems of real topics or events and how they impact the reader.
Putting It All Together: Voice and Personal Style	<ul style="list-style-type: none"> Self-editing Identifying strengths and weaknesses in our own writing Working with various source material and reusing other 	<ul style="list-style-type: none"> Writer's Notebook Choice Expansion Essay. Skills remediation time. Empathy fused-text types paper. 	<ul style="list-style-type: none"> Students will become conscious of how their words are interpreted by a reader, develop a sense of their individual writing voice, and learn to adjust/adapt their writing style to

	texts in a new way/through a new lens	<ul style="list-style-type: none"> • Finishing final paper, completing portfolio, and preparing for the final exam. 	best convey a message through constructive criticism.
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Windham School District Curriculum

Freshman Writing

Stage 1 Desired Results

ESTABLISHED GOALS: Students will develop writing abilities and build skills that will promote their academic success throughout high school and beyond. Students will understand and practice the various types of writing: informative, argumentative and narrative. Students will understand how to edit and improve their skills in revising and writing for specific audiences.

Content Standards:

- CCSS.ELA-LITERACY.W.9-10.1,2,3,4,5,6,7,8,9,10
- CCSS.ELA-LITERACY.L.9-10.1,2,3,4,5,6
- CCSS.ELA-LITERACY.RI.9-10.1,2,3,4,5,6,7,8,9,10

Transfer

Students will be able to:

- Write narrative, argumentative, informative, narrative nonfiction, and research nonfiction essays that incorporate correct MLA formatting, proper punctuation, organization, proper citation and direct quotes, responsible research.
- Write and evaluate essays that show character development and authentic dialogue.
- Fuse different text types such as argumentative writing and informative writing while using proper MLA formatting.
- Write and deliver speeches that incorporate the skills of annotating texts, close reading, and developing public speaking skills.
- Develop voice and personal style by working with various source material and reusing other texts in a new way or through a new lens.

Meaning

ENDURING UNDERSTANDINGS

Students will understand ...

- writing and editing work that conforms to the guidelines of MLA style.
- writing narratives to develop real or imagined experiences or events using effective techniques.
- writing arguments to support claims in an analysis of substantive

ESSENTIAL QUESTIONS

- What are the components of narrative writing and how do I incorporate them in my own work?
- What are the different ways to read and interpret different types of texts?
- What are the strategies involved in building a concrete, logical argument?

	<p>topics or texts, using reasoning and sufficient evidence.</p> <ul style="list-style-type: none"> • writing informative texts to examine and convey complex ideas and concepts. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 	<ul style="list-style-type: none"> • What do responsible research practices consist of and how can information be verified as a reliable source? • How can evaluation and reflection be used to improve writing skills? • What is necessary for effective verbal and written communication?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • in Freshman Writing students will know the difference between writing types and use each approach in various forms and for a variety of purposes. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • composing narrative, informative, and argumentative essays. • researching using responsible practices and identifying reliable sources. • reading texts for understanding and acquisition of new skills.
Used in Content Area Standards		21st Century Skills
		<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Creativity

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Summer Reading • Narrative essay • Personal Narrative Writing Assignment • Thesis-Driven Essay • Annotated Bibliography • Infographic Assignment • Script-Based Narrative • Fused Text Types Essay • Speech • Narrative Nonfiction Essay • Expansion Essay • Fused Text Types Essay • Portfolio
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Writer's Notebook • Portfolios • Commonly Confused Words Practice and Quizzes • Quiz on Punctuation and Text Types • Skills Remediation • Quiz on Parts of Speech

Freshman Grammar and Composition

Unit Name	What	How	Why
Narrative Writing	<ul style="list-style-type: none"> Identifying writing types Knowing why we write Using Google Docs and PowerSchool Identifying narrative components MLA formatting Purpose and focus of narrative Commonly Confused words Punctuating dialog Plot devices in narrative transitions, leads and endings Editing vs proofreading Numbers rule Ending sentences in a preposition 	<ul style="list-style-type: none"> Collection of materials. Writer's notebook. Setting up portfolios. Personal Narrative (#1). Quiz on Commonly Confused Words. Work with sample narratives. 	<ul style="list-style-type: none"> To demonstrate the ability to write using sensory details, convey feelings, and describe an experience through a unique perspective and defined voice.
Argument writing	<ul style="list-style-type: none"> Organizing/outlining a paper Incorporating/analyzing quotations Citing direct quotes Providing context and analysis when using quotes MLA formatting quotes and in-text citations Subject/verb agreement Pronoun/antecedent agreement Creating a MLA style Works Cited page 	<ul style="list-style-type: none"> Thesis-Driven Paper (#2). Quiz on subject/verb agreement and pronoun/antecedent agreement. Work with sample arguments. 	<ul style="list-style-type: none"> To investigate a topic, generate and evaluate evidence, recognize various views, and establish a position on that topic in a logical, concise manner.
Informational writing	<ul style="list-style-type: none"> Responsible research Notetaking Paragraph structure 	<ul style="list-style-type: none"> Current Event Informative Annotated Bibliography (#3) and Infographic (#4). 	<ul style="list-style-type: none"> To illustrate the cause and effect of a topic through investigation, collecting data, and providing a

	<ul style="list-style-type: none"> Organizing/outlining a paper Evaluating sources Using GALE databases Paraphrasing and plagiarism Proper and effective use of punctuation Independent and dependent clauses Incorporation of charts and tables 	<ul style="list-style-type: none"> Quiz on punctuation and sentence types. Work with sample informative writing pieces. 	visual representation that presents specific, important information pertaining to a given topic.
Fusing text types	<ul style="list-style-type: none"> Parts of speech and clauses Reminders about MLA formatting 	<ul style="list-style-type: none"> Social Issues and Stereotypes Fused Text Types paper (#5). quiz on parts of speech and clauses. 	<ul style="list-style-type: none"> Synthesize the three writing styles to demonstrate a thorough understanding of how to best engage and impact the reading audience.
Speech Writing and delivery	<ul style="list-style-type: none"> Annotation of text Close reading Signposts and using them in your speaking/writing Public speaking and speech writing strategies 	<ul style="list-style-type: none"> Close Reading Practice. Speech (#6). 	<ul style="list-style-type: none"> To convey information or persuade an audience using facts, appropriate vocabulary, key terms, increase speaking fluency, and developing an understanding of a target audience.
Narrative nonfiction vs. research nonfiction	<ul style="list-style-type: none"> Style: syntax, sentence structure, word choice and punctuation for effect 	<ul style="list-style-type: none"> Narrative Nonfiction Paper (#7). Reading Nonfiction Excerpts in Groups. 	<ul style="list-style-type: none"> To identify and illustrate the differences in informational delivery systems of real topics or events and how they impact the reader.
Putting it all together: reviewing growth and progress for the year	<ul style="list-style-type: none"> Self-editing Identifying strengths and weaknesses in our own writing 	<ul style="list-style-type: none"> Skills remediation time #2. Completing portfolio, and preparing for the final exam. 	<ul style="list-style-type: none"> Students will become conscious of how their words are interpreted by a reader, develop a sense of their individual writing voice.

Windham School District Curriculum

Freshman Grammar and Composition

Stage 1 Desired Results

ESTABLISHED GOALS: Students will develop writing abilities and build skills that will promote their academic success throughout high school and beyond. Students will understand and practice the various types of writing: informative, argumentative and narrative. Students will understand how to edit and improve their skills in revising and writing for specific audiences.

Content Standards:

- CCSS.ELA-LITERACY.W.9-10.1,2,3,4,5,6,7,8,9,10
- CCSS.ELA-LITERACY.L.9-10.1,2,3,4,5,6
- CCSS.ELA-LITERACY.RI.9-10.1,2,3,4,5,6,7,8,9,10

Transfer

Students will be able to:

- write narrative, argumentative, informative, narrative nonfiction, and research nonfiction essays that incorporate correct MLA formatting, proper punctuation, organization, proper citation and direct quotes, responsible research.
- write and evaluate essays that show character development and authentic dialogue.
- fuse different text types such as argumentative writing and informative writing while using proper MLA formatting.
- write and deliver speeches that incorporate the skills of annotating texts, close reading, and developing public speaking skills.
- develop voice and personal style by working with various source material and reusing other texts in a new way or through a new lens.

Meaning

ENDURING UNDERSTANDINGS

Students will understand ...

- writing and editing work that conforms to the guidelines of MLA style.
- writing narratives to develop real or imagined experiences or events using effective techniques.
- writing arguments to support claims in an analysis of substantive topics or texts, using reasoning and sufficient evidence.

ESSENTIAL QUESTIONS

- What are the components of narrative writing and how do I incorporate them in my own work?
- What are the different ways to read and interpret different types of texts?
- What are the strategies involved in building a concrete, logical argument?
- What do responsible research practices consist of and how can information be verified as a reliable source?

	<ul style="list-style-type: none"> • writing informative texts to examine and convey complex ideas and concepts. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 	<ul style="list-style-type: none"> • How can evaluation and reflection be used to improve writing skills? • What is necessary for effective verbal and written communication?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • in Freshman Writing students will know the difference between writing types and use each approach in various forms and for a variety of purposes. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Composing narrative, informative, and argumentative essays. • Researching using responsible practices and identifying reliable sources. • Reading texts for understanding and acquisition of new skills.
Used in Content Area Standards		21st Century Skills
		<ul style="list-style-type: none"> • Collaboration • Communication • Critical Thinking • Creativity

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Summer Reading <ul style="list-style-type: none"> ◦ Narrative essay • Personal Narrative Writing Assignment • Thesis-Driven Essay • Infographic Assignment • Newspaper Spread • Fused Text Types Essay • Speech • Narrative Nonfiction Essay • Expansion Essay • Portfolio
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Writer's Notebook • Portfolios • Commonly Confused Words Practice and Quizzes • Quiz on Punctuation and Text Types • Skills Remediation • Quiz on Parts of Speech

American Studies

Unit Name	What	How	Why
The Foundations of America (1750-1840)	<ul style="list-style-type: none"> John Smith: selected passages from <i>A Description of New England</i> and/or <i>The Starving Time</i> John Winthrop: selected passages from <i>A Model of Christian Charity</i> (H) William Bradford: selected passages from <i>Of Plymouth Plantation</i> (H) <i>The Mayflower Compact</i> (H) Anne Bradstreet: "Upon the Burning of Our House" and/or "To My Dear and Loving Husband" (H) Jonathan Edwards: <i>Sinners in the Hands of an Angry God</i> Ben Franklin: selected passages from <i>Autobiography</i> and/or <i>Poor Richard's Almanack</i> Patrick Henry: <i>Speech in the Virginia Convention House</i> Thomas Paine: selected passages from <i>American Crisis</i> 	<ul style="list-style-type: none"> In response to literary or informational text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. Pre-AP rhetorical analysis skill development. Academic writing development with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure. 	<ul style="list-style-type: none"> Students will construct and critique definitions of America, the American, and the American Dream at the country's inception by analyzing Colonial, Puritan, Neoclassic, and Romantic writing.

	<ul style="list-style-type: none"> and/or <i>Common Sense</i> • (H) Thomas Jefferson: <i>Declaration of Independence</i> • Abigail Adams: “Remember the Ladies” • Phyllis Wheatley: “Letter to Reverend Samson Occum” and/or (H) “To His Excellency General Washington” • William Cullen Bryant: “Thanatopsis” and/or “To a Waterfowl” • (H) Washington Irving: <i>Devil and Tom Walker</i> • Edgar Allan Poe: selected works • (H) Nathaniel Hawthorne: <i>The Scarlet Letter</i> • Sue Monk Kidd: <i>Invention of Wings</i> 		
Race and Expansion (1840-1877)	<ul style="list-style-type: none"> • Ralph Waldo Emerson: selected passages from “<i>Nature</i>,” “Self - Reliance,” and “The American Scholar” • Henry David Thoreau: selected passages from 	<ul style="list-style-type: none"> • In response to literary or informational text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. • Pre-AP rhetorical analysis skill development. • Academic writing development with specific focus on thesis construction, topic sentence development, evidence selection and 	<ul style="list-style-type: none"> • Students will trace the role of race alongside the development of the nation and analyze its impact on the country.

	<p><i>Walden</i> and “Civil Disobedience”</p> <ul style="list-style-type: none"> • (H) Herman Melville: <i>Bartleby the Scrivener</i> and/or <i>The Lightning Rod Man</i> and selected passages from <i>Moby Dick</i> • Emily Dickinson: selected works • Abraham Lincoln: “The Gettysburg Address” • Walt Whitman: select passages from <i>Leaves of Grass</i> and other selected works • Mark Twain: <i>Adventures of Huckleberry Finn</i> 	analysis, and overall organization and structure.	
Progress and Problems (1877-1940)	<ul style="list-style-type: none"> • Stephen Crane: <i>Maggie: Girl of the Streets</i> • Upton Sinclair: selected passages from <i>The Jungle</i> • Jack London: “To Build a Fire” • John Steinbeck: select passages from <i>Grapes of Wrath</i> and other selected works • Ernest Hemingway: (H) <i>The Old Man and the Sea</i> and selected works such as “Hills Like White Elephants” and other short stories 	<ul style="list-style-type: none"> • In response to literary or informational text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. • Pre-AP rhetorical analysis skill development. • Academic writing development with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure. 	<ul style="list-style-type: none"> • Students will understand areas of problems and progress in America. Students will explain the connections between problems and progress concerning industrialization, urbanization, and immigration.

	<ul style="list-style-type: none"> F. Scott Fitzgerald: <i>The Great Gatsby</i> Langston Hughes: selected works 		
A Modern America (1940-1991)	<ul style="list-style-type: none"> Arthur Miller: <i>The Crucible</i> or <i>Death of a Salesman</i> Martin Luther King, Jr: selected works (H) JD Salinger: <i>The Catcher in the Rye</i> and other selected works Tim O'Brien: select passages from <i>The Things They Carried</i> "James P. Crowe" "Summer Flower" Selected poetry from the Beat Generation 	<ul style="list-style-type: none"> In response to literary or informational text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. Pre-AP rhetorical analysis skill development. Academic writing development with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure. 	<ul style="list-style-type: none"> Students will demonstrate an understanding of the rights and responsibilities of citizenship. Students will demonstrate an understanding of the fundamental ideals of the government of the United States.
Research Paper	<ul style="list-style-type: none"> Elected short stories and novels from a list of choices (literature spanning Q1-Q4). 	<ul style="list-style-type: none"> In response to literary or informational text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. Pre-AP rhetorical analysis skill development. Academic writing development with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure. 	<ul style="list-style-type: none"> Students will make literary/historical claims through connecting and analyzing a literary work and a historical event or period using research.

Windham School District Curriculum

American Studies

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <ul style="list-style-type: none"> <i>Students will grow in their ability to read and analyze American literature and primary historical documents.</i> <i>Students will write skillfully for real-world and academic purposes.</i> <p>Content Standards:</p> <ul style="list-style-type: none"> W.CCR. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR. 1, 2, 3, 4, 5, 6 L.CCR. 1, 2, 3 R.CCR. 1, 2, 3, 4 RI.CCR 1, 2, 3, 4, 5, 6 	Transfer	
	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> respond to literary or informational text, make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. identify and use Pre-AP rhetorical analysis skills. develop academic writing skills with specific focus on thesis construction, topic sentence development, evidence selection and analysis, and overall organization and structure. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that..</i></p> <ul style="list-style-type: none"> the foundation of America formed the American ideals. race and expansion affected the development of American ideals. progress and problems led up to the foundation of modern American ideals. modern American ideals have been shaped by our changing world. 	<p>ESSENTIAL QUESTIONS</p> <p><i>How does American literature reflect American ideals throughout history?</i></p>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> how American literature impacts and reflects events and ideas in American history. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> constructing and critiquing definitions of America, the American, and the American Dream at the country's

		<p>inception by analyzing Colonial, Puritan, Neoclassic, and Romantic writing.</p> <ul style="list-style-type: none"> tracing the role of race alongside the development of the nation and analyze its impact on the country. identifying areas of problems and progress in America. Students will explain the connections between problems and progress concerning industrialization, urbanization, and immigration. demonstrating an understanding of the rights and responsibilities of citizenship. Students will demonstrate an understanding of the fundamental ideals of the government of the United States. developing literary/historical claims through connecting and analyzing a literary work and a historical event or period using research.
Used in Content Area Standards		21st Century Skills
		<ul style="list-style-type: none"> <i>collaboration</i> <i>communication</i> <i>critical thinking</i> <i>creativity</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Research paper Literary analysis (Foundations of American Ideals, Naturalism, American Dream) Story quilt project for <i>The Invention of Wings</i> Summative tests (MidQ1, MidQ3) Final presentation

World Literature and Composition

Unit Name	What	How	Why
Review of academic skills	<ul style="list-style-type: none"> Evaluate information Directly quote and cite an outside text in MLA format Read accurately for information Develop close reading skills Accurately respond to a writing prompt Review writing conventions: grammar, capitalization, usage, punctuation, spelling, diction, syntax, root words, and figures of speech Understand the difference between denotation and connotation Review literary devices Review academic vocabulary 	<ul style="list-style-type: none"> Expository writing assignment. Narrative writing assignment. Argumentative assignment. 	<ul style="list-style-type: none"> What are the skills necessary to communicate effectively in various modes of rhetoric? How should I read different types of texts? How are the conventions of written language different from spoken language?
Identity- Personal and Collective	<ul style="list-style-type: none"> Make personal connections to a text. Recognize shared characteristics of a text across cultures. Recognize the importance of the interplay between reader, author and text. Make inferences about a text, both figurative and connotative. Examine author's choice in terms of word choice, plot development, and character development. Explore subject through multiple mediums 	<p>Project: Identity Mapping</p> <ul style="list-style-type: none"> Personal and collective identity of student Personal and collective identity of character <p>Suggested reading:</p> <ul style="list-style-type: none"> Selection of Victorian/Romantic and Modern Poetry: "The Daffodils", "Sonnet 43 (How Do I Love Thee"; "The Love Song of J. Alfred Prufrock"; "Siren Song"; "In Just -"; Short Stories: "A Dill Pickle" "Soldier's Home" Drama: "Slight Rebellion off Madison" Excerpt from "Ghosts" Excerpt from <i>Middlesex</i> 	<ul style="list-style-type: none"> What are the philosophical assumptions and basic beliefs about identity that underlie a text? How do the historical and cultural influences affect the characters and readers of a given text? How does literature reflect culture? What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

		<ul style="list-style-type: none"> • <i>Rhinoceros</i> 	<ul style="list-style-type: none"> • How do we form and shape our identities? • How does my experience influence my perspective? • How does an author's life and times influence his/her work?
Gender	<ul style="list-style-type: none"> • Recognize distinctive and shared characteristics of cultures' representations of gender • Identify significant changes in representing gender in the modern world • Use elements of text to defend responses and interpretations to gender • Track a development of a theme throughout a text • Examine the author's choice in terms of word choice, plot development, and character development • Explore subject through multiple mediums • Establish and maintain formal tone in writing • Develop presentation skills: use of visual aids, evaluating biases, use of rhetorical and persuasive devices, clarity and organization of ideas 	<p>Research Paper</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • "Ain't I a Woman?" • "Two Sisters of Persephone" • <i>The Farming of Bones</i> • "The Birthday Party" 	<ul style="list-style-type: none"> • How does the representation of gender impact identity, literature and social constructs?
Race	<ul style="list-style-type: none"> • Recognize distinctive and shared characteristics of cultures' representations of race • Identify significant changes in representing race in the world 	<p>Research Paper</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • "Between the World and Me" • "Shooting an Elephant" • Excerpt from <i>The Bluest Eye</i> • "Indian Education" 	<ul style="list-style-type: none"> • How do race, ethnicity, and the social perceptions of each shape identity, literature and social constructs?

	<ul style="list-style-type: none"> • Use elements of text to defend responses and interpretations to race • Objectively summarize a text • Examine author's choice in terms of word choice, plot development, and character development • Explore subject through multiple mediums • Establish and maintain formal tone in writing • Use of visual aids, evaluating biases, use of rhetorical and persuasive devices, clarity and organization of ideas 	<ul style="list-style-type: none"> • "Down With Grapes" 	
Colonialism, Imperialism, Globalization	<ul style="list-style-type: none"> • Recognize the impact power-structures on culture • Identify the relevant techniques used to respond to power in different cultures • Examining author's choice in terms of word choice, plot development, and character development • Explore subject through multiple mediums • Evaluate and incorporate sufficient and relevant evidence • Work through the writing process and determining personal strengths and weaknesses • Synthesize content for use in your own writing 	<p>Presentation</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • "One, Two, Three Little Indians" • "Bread" • "Everything in This Country Must" • "The Danger of a Single Story" • "The White Man's Burden" 	<ul style="list-style-type: none"> • What are the social, political and economic roots of colonialism, imperialism, and totalitarianism? • How do these models impact identity, literature and social constructs?
War and fear	<ul style="list-style-type: none"> • Examine author's choice in terms of word choice, plot development, and character development • Analyze author's choice in sequencing of events in nonfiction texts 	<p>Speech</p> <p>Suggested reading:</p> <ul style="list-style-type: none"> • "Strange Meeting" • Letter from Ernest Hemingway 	<ul style="list-style-type: none"> • How does fear impact society at large? How do fear and conflict impact identity, literature and social constructs?

	<ul style="list-style-type: none"> • Explore subject through multiple mediums • Write an informative/explanatory text 	<ul style="list-style-type: none"> • Excerpt from <i>The Things They Carried</i> • Excerpt from <i>Redeployment</i> 	
Progress?- technology, environment, government control and globalization	<ul style="list-style-type: none"> • Examine author's choice in terms of word choice, plot development, and character development • Analyze author's POV, both as a literary technique and method of argumentation • Explore subject through multiple mediums • Identify narrative components in a text • Use narrative components in our own writing 	<p>Suggested reading:</p> <ul style="list-style-type: none"> • "Harrison Bergeron" ("2081") • "EPICAC" • <i>Player Piano</i> • "The Perils of Indifference" by Elie Wiesel 	<ul style="list-style-type: none"> • What is power and how is it gained, used, and justified? • How does power impact identity, literature and social constructs? • How are ideas of progress interpreted and represented in literature across the 20th and 21st centuries?

Windham School District Curriculum

World Literature and Composition

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will grow in their ability to read and analyze texts written in the modern world.</p> <p>Students will write skillfully for real-world and academic purposes, such as college application essays</p> <p><i>Content Standards:</i></p> <p><i>W.CCR. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i></p> <p><i>SL.CCR. 1,2,3,4,5,6</i></p> <p><i>W.CCR. 1,2,3,4,5</i></p> <p><i>RL.CCR. 1,2,3,5,6,7,8,9,10</i></p> <p><i>RI.CCR. 1,2,3,4,5,6,7,10</i></p>	Transfer	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • write and use multi-media for academic and real world purposes. • write to express and reflect on literature and current events, using tools of clarity and organization. • evaluate the quality of informational sources and integrity of citation and attribution • evaluate biases and use rhetorical and persuasive devices. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • the changed social construct of gender has reshaped the modern world. • ideas of individual and collective identity have reshaped the modern world • war has changed in the Twentieth and Twenty-first centuries and this has reshaped the modern world • colonialism and its aftermath has reshaped the modern world 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the skills necessary to communicate effectively in various modes of rhetoric? • How should I read different types of texts? • What is the role of the reader in making meaning from text? • How are the conventions of written language different from spoken language?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • modern literature is a written response to changes undergone in the modern world. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • analyzing and interpreting fiction and non-fiction written about the modern world.

	<ul style="list-style-type: none"> • twentieth and twentieth first century interpretations of ideas about gender, race, war, identity and colonialism has shaped this literature. 	<ul style="list-style-type: none"> • understanding current events by making connections with major works of the Twentieth and Twenty first centuries
Used in Content Area Standards		21st Century Skills
		<i>Students will use:</i> one to one technology, employing 21 st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Use the WHS Writing Rubric to evaluate writing assignments and improve clarity and coherence of expression.	ASSESSMENT: Summer reading assessments: <ul style="list-style-type: none"> • expository writing assignment • narrative writing assignment • argumentative assignment Project: Identity Mapping <ul style="list-style-type: none"> • personal and collective identity of student • personal and collective identity of character • Research paper • Presentation • Speech

World Literature and Composition

Unit Name	What	How	Why
Unit 1: Rhetorical Analysis	<ul style="list-style-type: none"> Selected non-fiction texts 	<ul style="list-style-type: none"> SC1 - Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences). SC2 - Writing that proceeds through several stages or drafts, with revision aided by teacher and peers. Revising work with the AP teachers provided instruction and feedback (both before and after) to develop: SC12 - A wide-ranging vocabulary used appropriately and effectively. SC13 - A variety of sentence structures, including appropriate use of subordination and coordination. SC14 - Logical organization, enhanced by techniques to increase coherence such as traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis. SC15 - A balance of generalization and specific, illustrative detail. SC16 - An effective use of rhetoric including the control 	<p>The following skills are the driving force behind this unit:</p> <ul style="list-style-type: none"> SC8 – Analyzing visual images both in relation to written texts and as alternative forms of text themselves. SC7 - Reading nonfiction (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If fiction and poetry are assigned, their main purpose should be to help understand how various effects are achieved by writers’ linguistic and rhetorical choices. SC5 – Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. SC4 - Writing expository assignments based on readings representing a wide

		of tone, voice, diction, and sentence structure.	<p>variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p> <ul style="list-style-type: none"> • SC3 - Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which helps students become aware of themselves as writers and the techniques employed by other writers.
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<p>Unit 2: Argumentation</p>	<ul style="list-style-type: none"> Selected argument prompts 	<ul style="list-style-type: none"> SC1 - Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences). SC2 - Writing that proceeds through several stages or drafts, with revision aided by teacher and peers. Revising their work with the AP teachers provided instruction and feedback (both before and after) to develop: SC12 - A wide-ranging vocabulary used appropriately and effectively. SC13 - A variety of sentence structures, including appropriate use of subordination and coordination. SC14 - Logical organization, enhanced by techniques to increase coherence such as traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis. SC15 - A balance of generalization and specific, illustrative detail. SC16 - An effective use of rhetoric including the control of tone, voice, diction, and sentence structure. 	<ul style="list-style-type: none"> SC10 - Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. SC6 – Writing argumentative assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. SC5 – Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. SC4 - Writing expository assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. SC3 - Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which
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			<p>helps students become aware of themselves as writers and the techniques employed by other writers</p> <ul style="list-style-type: none"> • SC2 - Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
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Unit 3: Synthesis	Selected synthesis prompts	<ul style="list-style-type: none"> • SC1 - Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences). • SC2 - Writing that proceeds through several stages or drafts, with revision aided by teacher and peers. • Revising their work with the AP teachers provided instruction and feedback (both before and after) to develop: • SC12 - A wide-ranging vocabulary used appropriately and effectively. • SC13 - A variety of sentence structures, including appropriate use of subordination and coordination. • SC14 - Logical organization, enhanced by techniques to increase coherence such as traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis. • SC15 - A balance of generalization and specific, illustrative detail. • SC16 - An effective use of rhetoric including the control of tone, voice, diction, and sentence structure. 	<ul style="list-style-type: none"> • SC9 - Demonstrating research skills and the ability to evaluate, use, and cite primary and secondary sources. • SC8 - Analyzing visual images both in relation to written texts and as alternative forms of text themselves. • SC5 – Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. • SC4 - Writing expository assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. • SC3 - Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which helps students become aware of themselves as writers and the techniques employed by other writers • SC2 - Writing that proceeds through several stages or drafts, with
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			revision aided by teacher and peers.
Reading Comprehension		<ul style="list-style-type: none"> • SC1 - Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences). • SC2 - Writing that proceeds through several stages or drafts, with revision aided by teacher and peers. • Revising their work with the AP teachers provided instruction and feedback (both before and after) to develop: • SC12 - A wide-ranging vocabulary used appropriately and effectively. • SC13 - A variety of sentence structures, including appropriate use of subordination and coordination. • SC14 - Logical organization, enhanced by techniques to increase coherence such as traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis. • SC15 - A balance of generalization and specific, illustrative detail. 	<ul style="list-style-type: none"> • Selected multiple choice prompts.

		<ul style="list-style-type: none"> • SC16 - An effective use of rhetoric including the control of tone, voice, diction, and sentence structure. 	
Vocabulary	<ul style="list-style-type: none"> • Strengthening vocabulary development 		<ul style="list-style-type: none"> • SAT vocabulary lists

Windham School District Curriculum

Advanced Placement Language and Composition

Stage 1 Desired Results

<i>ESTABLISHED GOALS:</i>	<i>Transfer</i>
<p><i>Content Standards:</i></p> <p>W.CCR 1, 2, 4, 5, 6, 7, 8, 9, 10 SL.CCR. 1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6, RI.CCR. 1, 2, 3, 4,5, 6, 7, 10, 11, 12 RL 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p><i>Students will be able to become proficient in the following:</i></p> <ul style="list-style-type: none"> Analyzing visual images both in relation to written texts and as alternative forms of text themselves. Reading nonfiction (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are assigned, their main purpose should be to help understand how various effects are achieved by writers' linguistic and rhetorical choices. Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. Writing expository assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which helps students become aware of themselves as writers and the techniques employed by other writers. Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. Writing argumentative assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. Writing expository assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which helps students become aware of themselves as writers and the techniques employed by other writers. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers. Demonstrating research skills and the ability to evaluate, use, and cite primary and secondary sources. Analyzing visual images both in relation to written texts and as alternative forms of text themselves. Writing analytical assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.

	<ul style="list-style-type: none"> • Writing expository assignments based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences. • Writing informally (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses), which helps students become aware of themselves as writers and the techniques employed by other writers. • Writing that proceeds through several stages or drafts, with revision aided by teacher and peers 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • the AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. • throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the skills necessary to communicate effectively in various modes of rhetoric? • How should I read different types of texts? • What is the role of the reader in making meaning from text? • How are the conventions of written language different from spoken language?

<i>Acquisition</i>		
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • focus on a purpose. • respond to the needs of different audiences. • respond appropriately to different kinds of rhetorical situations. • use conventions of format and structure appropriate to the rhetorical situation. • adopt appropriate voice, tone, and level of formality. • understand how genres shape reading and writing. • write in several genres Faculty in all programs and departments can build on this preparation by helping students learn. • the main features of writing in their fields. • the main uses of writing in their fields. • the expectations of readers in their fields Chapter 1 5 Critical Thinking, Reading, and Writing. • use writing and reading for inquiry, learning, thinking, and communicating. 	<p><i>Students will be skilled at and be able to ...</i></p> <ul style="list-style-type: none"> • read from a variety of historical periods and disciplines. • identify audience, purpose, and strategies in texts. • analyze the types of arguments that writers use. • write formally and informally for a variety of audiences. • write expository, analytical, and argumentative essays. • understand their own writing process and the importance of revision. • recognize techniques in visual as well as verbal arguments. • synthesize ideas and information from various sources. • know how to interpret information presented in notes and citations. • use the conventions of standard written English.

	<ul style="list-style-type: none"> • understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. • integrate their own ideas with those of others. • understand the relationships among language, knowledge, and power Faculty in all programs and departments can build on this preparation by helping students learn. • the uses of writing as a critical thinking method. • the interactions among critical thinking, critical reading, and writing. • the relationships among language, knowledge, and power in their fields. • be aware that it usually takes multiple drafts to create and complete a successful text. • develop flexible strategies for generating, revising, editing, and proofreading. • understand writing as an open process that permits writers to use later invention and rethinking to revise their work. 	
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	<ul style="list-style-type: none"> • understand the collaborative and social aspects of writing processes. • learn to critique their own and others' work. • learn to balance the advantages of relying on others with the responsibility of doing their part. • use a variety of technologies to address a range of audiences. • to build final results in stages. • to review work-in-progress in collaborative peer groups for purposes other than editing. • to save extensive editing for later parts of the writing process. • to apply the technologies commonly used to research and communicate within their fields. • learn common formats for different kinds of texts. • develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics. • practice appropriate means of documenting their work. • control such surface features as syntax, grammar, punctuation, and spelling, the conventions of usage, specialized vocabulary, format, and documentation in their fields. 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
	<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<p>Use the College Board writing rubric to grade assignments and improve clarity and coherence of expression.</p>	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Summer Reading assignments • A variety of rhetorical analysis essays • A variety of argument essays • A variety of synthesis essays • A variety of multiple choice reading comprehension problem sets • A variety of SAT/AP vocabulary assessments

Mythological Literature

Unit Name	What	How	Why
The Nature of Myth	<ul style="list-style-type: none"> What is a myth? What characteristics define a myth? What is the difference between a myth and other narrative types, such as legend, fable, folktale, and fairy tale? What purposes do myths serve in human cultures? What can a myth tell us about the culture that created it? Does our modern culture have myths? What are archetypes? How can we identify them in both ancient myths and modern texts? 	<ul style="list-style-type: none"> Defining story types and classifying narratives. Understanding archetypes. Create-a-myth assessment: students write their own creative myth, analyze the qualities in their stories that make them a myth, and how they've incorporated the 8 elements of mythology and archetypes. Urban legend/Snopes essay. 	<ul style="list-style-type: none"> Understanding the origins of storytelling and identifying their components allows students to better understand the various forms of myth we will examine over the semester.
Creation Myths	<ul style="list-style-type: none"> What is a creation myth? What does a culture's creation myth tell us about the values and history of that civilization? How do creation myths explain human existence and phenomena? How are the creation of the world myths, creation of woman myths and flood myths similar and different across various cultures? What might account for these similarities/differences? 	<ul style="list-style-type: none"> Summative in-class writing assessment that covers: attributes of creation of the world stories, purposes of flood stories, and implications of creation of woman stories. Creation of world stories: Genesis and Theogony. Flood stories: Genesis, Gilgamesh, Manu, and Deucalion and Pyrrha. Creation of woman stories: Pandora and Eve. 	<ul style="list-style-type: none"> Understanding a culture's creation myths tells us so much about their values, fears, hopes, and impact on human civilization.
The Nature of the Gods	<ul style="list-style-type: none"> What are the stories surrounding the god(s) of monotheistic and polytheistic cultures of the world? Are gods and goddesses from ancient myths relevant to you and other people living today? How have ancient gods and goddesses influenced and continued to influence 	<ul style="list-style-type: none"> Greek Gods and Goddesses Speed Dating Assessment. Create-a-God poster assessment. Quiz on the Olympians. 	<ul style="list-style-type: none"> Students will understand why religion and the worship of gods exists and has been such an integral component of human civilization.

	<p>your life and the lives of other people living today?</p> <ul style="list-style-type: none"> • Who are the main 14 gods of Olympus and what are their stories? • In what ways did ancient peoples communicate with and/or worship their gods and goddesses? 		
Themes in Mythology	<ul style="list-style-type: none"> • What are recurring themes and archetypes in mythology? • How are myths from different cultures similar/different? • What do the themes that exist in myths tell us about human nature/the human condition? 	<ul style="list-style-type: none"> • Group lesson plan project on themes in Mythology: hubris, defeating the monster, infidelity and jealousy, family, birth, love, and heroes. 	<ul style="list-style-type: none"> • Students will understand that the various themes and archetypes that exist in mythology speak to important human values.
Greek and Roman Tragedy	<ul style="list-style-type: none"> • What are the characteristics of ancient Greek and Roman theater? • How did the dramatic and theatrical customs of ancient societies shape their cultures and governments? • What is an anti-hero? • Do we control our destinies? • Is our allegiance to our government or to our conscience? • Is Oedipus his own worst enemy or a victim of fate? • How did ideas around gender roles contribute to the tragedy in Antigone? 	<ul style="list-style-type: none"> • Story of Oedipus and reading the play Antigone in small groups • In class opinion-based writing piece on Antigone, Oedipus and our personal responsibility to ourselves/our government. 	<ul style="list-style-type: none"> • Students will identify the elements of drama and tragedy and understand how these elements impact the storytelling that occurred in the ancient world.
Ancient and Modern Heroes	<ul style="list-style-type: none"> • What is a hero? How do different cultures, both ancient and modern, define a hero? • Do people need heroes? Why or why not? • Does the concept of a hero differ from place to place? Has the concept of a hero changed over time? 	<ul style="list-style-type: none"> • Watching “Troy” and understanding story of Iliad and background of the Trojan War. • Odyssey packets. • Creation of the Odyssey board game. • work with Campbell’s theory and George Lucas/Star Wars. 	<ul style="list-style-type: none"> • Students will formulate opinions on what constitutes heroism and how quintessential heroes are represented in mythology.

	<ul style="list-style-type: none"> • What is Joseph Campbell's theory of the hero's journey? • What place do the stories of ancient heroes have in modern society? 	<ul style="list-style-type: none"> • Odyssey mini-essay. 	
Relevance of Myth Today	<ul style="list-style-type: none"> • Are ancient myths still relevant to society today? • How does myth inform different aspects of modern society such as art, literature, film, science? 	<ul style="list-style-type: none"> • Relevance of myth today infographic project. 	<ul style="list-style-type: none"> • Students will understand how and why mythological allusions are relevant in our surrounding world.

Windham School District Curriculum Template

Mythological Literature

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <ul style="list-style-type: none"> Students will experience a sampling of ancient stories about heroes, gods and the universe and illustrates the influence of these myths on the art, literature and culture of the modern world. <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> RL.11-12.1, 2, 3, 7, and 10 RI.11-12.1, 2, 3, 4 W.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.11-12.1, 2, 5, 6 L.11-12.1, 2, 3, 4, 5, 6 	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> write in various forms and for a variety of purposes: narratives, arguments and informative texts. read and analyze both ancient and modern texts, identifying archetypes and patterns in universal storytelling techniques and the general human experience. listen to ancient stories in a variety of forms: film, live performance, and general read-alouds. present ideas and speak coherently about various ways mythology influences art, literature and culture of the modern world. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> students will examine the various ways mythology influences art, literature and culture of the modern world and identify the archetypal patterns that continue to appear in modern storytelling. students will read from a wide variety of ancient authors such as Ovid, Sophocles, and Homer as well as looking at the mythology of ancient cultures with an oral-based tradition. time will also be spent examining the mythological theories of Sigmund Freud, Joseph Campbell, and Carl Jung. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What purposes do myths serve in human cultures? What can a myth tell us about the culture that created it? What are the stories surrounding the god(s) of monotheistic and polytheistic cultures of the world? What are recurring themes and archetypes in mythology? How are myths from different cultures similar/different? Does the concept of a hero differ from place to place? Has the concept of a hero changed over time? How does myth inform different aspects of modern society such as art, literature, film, science?

	Acquisition	
	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> • appreciate, and enjoy the myths themselves, by reading them directly in English translations of ancient epics, dramas, and other literary works • appreciate the pervasiveness of myth, and its power, not just in past cultures, but also in other cultures throughout the world as well as our own. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • analyzing and interpreting ancient texts and their modern equivalents. • identifying archetypes, elements of storytelling and major characters, authors, and texts in ancient Greek culture.
Used in Content Area Standards		21st Century Skills
		<p><i>Students will use 1:1 technological opportunities to:</i></p> <ul style="list-style-type: none"> • <i>collaborate</i> • <i>communicate</i> • <i>think critically</i> • <i>be creative</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<p>Use the WHS Writing Rubric to evaluate writing assignments and improve clarity and coherence of expression.</p>	<ul style="list-style-type: none"> • Create-a-myth assessment: students write their own creative myth, analyze the qualities in their stories that make them a myth, and how they've incorporated the 8 elements of mythology and archetypes. • Urban legend/Snopes essay • Summative in-class writing assessment that covers: attributes of creation of the world stories, purposes of flood stories, and implications of creation of woman stories. • Greek Gods and Goddesses Speed Dating Assessment • Create-a-God poster assessment • Group lesson plan project on themes in Mythology: hubris, defeating the monster, infidelity and jealousy, family, birth, love, and heroes • In class opinion-based writing piece on Antigone, Oedipus and our personal responsibility to ourselves/our government • Odyssey packets • Creation of the Odyssey board game • Work with Campbell's theory and George Lucas/Star Wars • Odyssey mini-essay • Relevance of myth today infographic project

Prose and Poetry

Unit Name	What	How	Why
Elements of Literature and Introduction to the Writing Process	<ul style="list-style-type: none"> Selected short fiction and poems to demonstrate a variety of literary elements and figurative language Student-created work 	<ul style="list-style-type: none"> Identifying literary elements. Identifying figurative language. Discussing and determining what elements of “good writing” might be. Writing literary analysis of published works. Writing creative analysis/reflection of published and self-created works. Participating in writing workshops. Practicing revision vs. editing techniques. 	<ul style="list-style-type: none"> Students will extensively use the writing process to improve their writing. Students will identify literary elements and figurative language in published works and practice using them in their own works. Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Fiction and Nonfiction	<ul style="list-style-type: none"> Fiction novel such as: <i>Perks of Being a Wallflower</i> Selected short stories and flash fiction Selected narratives and memoirs such as: <i>Tuesdays with Morrie</i> Student-created work Reflection on student created work 	<ul style="list-style-type: none"> Elements of fiction. Flash fiction. Short story. Memoir. 	<ul style="list-style-type: none"> Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences Students will read and comprehend complex literary and informational texts independently and proficiently.

Poetry	<ul style="list-style-type: none"> Selected poems to demonstrate a variety of poetic structure and form such as: <ul style="list-style-type: none"> Ballad Villanelle Epistle Pastoral Haiku Limerick Sestina anti-pastoral Ekphrastic Ode Sonnet Selected poems to expose the students to a variety of significant poets Poet presentation/research Student-created work Reflection on student created work 	<ul style="list-style-type: none"> Elements of poetry. Poetic terms. Poems of form. 	<ul style="list-style-type: none"> Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
Portfolio	<ul style="list-style-type: none"> Student portfolio of creative and analytical work 	<ul style="list-style-type: none"> Revision, analysis, and reflection. 	<ul style="list-style-type: none"> Students will demonstrate their competency by reflecting and evaluating their produced work.

Windham School District Curriculum

Prose and Poetry

Stage 1 Desired Results

Stage 1 Desired Results		
<div>ESTABLISHED GOALS:</div> <div>Students will grow in their ability to read and write a variety of prose and poetry for a variety of purposes and audiences.</div> <div>Content Standards:</div> <div><ul style="list-style-type: none">W.CCR. 1, 2, 3, 4, 5, 6, 9, 10R.CCR. 1, 2, 3, 4, 5, 6RI.CCR. 1, 2, 4, 5SL.CCR. 1L.CCR. 1, 2, 3, 4, 5</div>	<div>Transfer</div> <div>Students will be able to</div> <div><ul style="list-style-type: none">identify literary elements and figurative language.identify what elements of “good writing” might be.reflect on and analyze their own writing as well as published models.participate in the recursive writing process.identify and analyze elements of fiction, nonfiction, and poetry.</div>	
	<div>Meaning</div> <div><div>ENDURING UNDERSTANDINGS</div><div>Students will understand that...</div><div><ul style="list-style-type: none">the recursive writing process is necessary to produce good writing.author’s choices concerning structure, word choice, audience, and purpose contribute to its overall impact.</div></div> <div><div>ESSENTIAL QUESTIONS</div><div><ul style="list-style-type: none">What is “good” writing?What is the recursive writing process?What are the elements of fiction and prose?What are the elements of poetry?</div></div>	
	<div>Acquisition</div> <div><div>Students will know...</div><div><ul style="list-style-type: none">how the recursive writing process, and the elements of prose and poetry, including literary elements and figurative language, contribute to and develop significant prose and poetry.</div></div> <div><div>Students will be skilled at...</div><div><ul style="list-style-type: none">identifying literary elements and figurative language in published works and practice using them in their own works.developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.</div></div>	

		<ul style="list-style-type: none"> • writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • reading and comprehending complex literary and informational texts independently and proficiently. • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • analyzing how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
		<ul style="list-style-type: none"> • <i>collaboration</i> • <i>communication</i> • <i>critical thinking</i> • <i>creativity</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Poetry portfolio • Short story • Poet research • Literary analysis • Final writing portfolio

Introduction to College Writing

Unit Name	What	How	Why
Narrative Writing	<ul style="list-style-type: none"> Write a narrative piece 	<ul style="list-style-type: none"> Practice with leads, imagery, voice, point-of-view, and tone. Writing conventions and style. 	<ul style="list-style-type: none"> Expressing personal story - how to tell a story. Narrative techniques in writing and speaking.
Literary Criticism	<ul style="list-style-type: none"> Selected short stories may include work from: Hawthorne, Updike, Bradbury, Le Guin, Sedaris, O'Connor Write a literary criticism piece 	<ul style="list-style-type: none"> In response to literary text, students make and support analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions. Paraphrasing, summarizing, and authorial action/incorporating sources. Writing conventions and style. Evaluating and citing sources. 	<ul style="list-style-type: none"> Practice analysis of sources. Evaluate source material - evaluating the legitimacy of a source. Writing expressively and fluently.
Argumentative Writing	<ul style="list-style-type: none"> Write an argumentative/persuasive essay Selection of sources Evaluation of sources 	<ul style="list-style-type: none"> In response to informational text, students make and support analytical judgments by interpreting, inferring, organizing, make inferences and draw conclusions. Paraphrasing, summarizing, and authorial action/incorporating sources. Develop a claim and use evidence to support that claim. Writing conventions and style. Evaluating and citing sources. 	<ul style="list-style-type: none"> Practice persuasion. Practice using evidence to construct an argument. How to effectively persuade a reader using credible materials. Synthesizing evidence to construct an argument.

Research Paper	<ul style="list-style-type: none"> Lengthy research paper which incorporates all types of writing: narrative, informative, argumentative/persuasive writing and analytical 	<ul style="list-style-type: none"> Paraphrasing, summarizing, and authorial action/incorporating sources. Collect data, interpret data, analyze data, coherently and expressively report data in paper format. Develop a claim and use evidence to support that claim. Writing conventions and style. Evaluating and citing sources. 	<ul style="list-style-type: none"> Synthesizing informational text in order to make an original claim, persuade a reader of something and convey information effectively.
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Windham School District Curriculum

Introduction to College Writing

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <ul style="list-style-type: none"> Students will grow in their ability to write fluently for real-world and academic purposes. <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> W.CCR. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 	Transfer	
	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> Practice narrative, persuasive, and informational techniques in writing and speaking. Use evidence to construct an argument. Practice analysis of sources. Evaluate source material. Writing expressively and fluently. Synthesize informational text in order to make an original claim, persuade a reader of something and convey information effectively. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> a number of complex skills are required to write effectively at the college level. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can I write effectively in order to accurately and thoughtfully communicate in our modern world?
	Acquisition	
	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> build the writing skills required to effectively compose a variety of written work at the college-level. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> applying an understanding of leads, imagery, voice, point-of-view, and tone in writing. writing conventions and style. making and supporting analytical judgments by interpreting, inferring, organizing, making inferences and drawing conclusions in response to informational and literary text.

		<ul style="list-style-type: none"> • paraphrasing, summarizing, and incorporating evidence. • evaluating and citing sources. • developing a claim and use evidence to support that claim. • collecting data, interpreting data, analyzing data, coherently and expressively reporting data in paper format. • reporting and presenting analysis using speaking skills.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
		<ul style="list-style-type: none"> • <i>collaboration</i> • <i>communication</i> • <i>critical thinking</i> • <i>creativity</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Narrative essay • Argument/persuasive essay • Literary analysis essay • Research paper (Global Crisis) • Summative presentation of research paper

Philosophical Literature

Unit Name	What	How	Why
The Nature of Philosophy	<ul style="list-style-type: none"> • The philosophical method • Logical reasoning • Argumentation • Fallacies • Thought experiments 	<ul style="list-style-type: none"> • Lecture. • Selected Readings. • Close-reading. • Discussion. • Journaling. • Quiz/Test. 	<ul style="list-style-type: none"> • By studying philosophy, students will work on critical thinking skills and build their repertoire of rational argumentation skills • By studying philosophy, students join in the great human tradition of shared knowledge through a logical examination of the world around us.
Free Will vs. Determinism	<ul style="list-style-type: none"> • Fatalism • Hard determinism • Compatibilism • Libertarianism 	<ul style="list-style-type: none"> • Close-reading. • Selected readings. • Lecture. • Discussion. • Journaling. • Thought experiments. 	<ul style="list-style-type: none"> • Students should be able to express what they believe regarding moral responsibility. • Students should consider more specific requirements for moral responsibility and start to think about how that's related to free will.
Ethics	<ul style="list-style-type: none"> • Cultural relativism • Egoism • Utilitarianism (Mill, Hobbes) • Deontological ethics (Kant) • Care ethics (Gilligan) • Virtue ethics (Aristotle) • Rights-based ethics (Locke), • Applied ethics 	<ul style="list-style-type: none"> • Study of relativistic ethical systems and mature ethical systems through direct instruction and application of these systems through hypothetical 	<ul style="list-style-type: none"> • Students should be able to express reasons in support of a moral claim. • Students should understand that there are better and worse reasons for making a moral decision. • Students should be able to explain the difference between an act being morally permissible and an act being morally necessary.

		and real-world examples. <ul style="list-style-type: none"> • Selected readings. • Applied ethics: case studies. • Values auction. 	
Philosophy of Religion	<ul style="list-style-type: none"> • Rationality of religious belief • Problem of evil • Meaning of human existence • Ontological argument • Cosmological argument • Teleological argument • Pascal's Wager 	<ul style="list-style-type: none"> • Lecture. • Close-reading. • Argument dissection. • Journaling. • Drafted Essay. 	<ul style="list-style-type: none"> • Students should be able to express what they believe regarding God's nature. • Students should understand what questions are being asked in philosophy of religion and common positions taken on those questions. • Students should reflect on how we should methodologically approach questions concerning religion.
Philosophy of the Mind	<ul style="list-style-type: none"> • Mind-body problem • Personal identity • Artificial intelligence • Skepticism • Dualism • Physicalism • Consciousness • Intentionality 	<ul style="list-style-type: none"> • Selected readings by Descartes (dualism). • "What Mary Didn't Know". • "The Chinese Room". • Lecture. • Think/pair/share. • Discussion. • Journaling. 	<ul style="list-style-type: none"> • Students should be able to express what they believe regarding the nature of mind. • Students should understand and be able to formulate the central question of the mind-body problem.
Political Philosophy	<ul style="list-style-type: none"> • Purpose of government 	<ul style="list-style-type: none"> • Plato. <i>Crito</i>. 	<ul style="list-style-type: none"> • Students will be able to understand central debates in

	<ul style="list-style-type: none"> • Social contract • Liberalism • Communism • Socialism • Property • Rights • Justice • Liberty 	<ul style="list-style-type: none"> • Thomas Hobbes. <i>Leviathan</i>. (Excerpt in BB.) • John Locke. <i>Second Treatise on Government</i>. (Excerpt in BB.) • Thomas Jefferson. <i>Declaration of Independence</i>. • Excerpt on John-Jacques Rousseau from the Internet Encyclopedia of Philosophy. • Lecture • Journaling • Debate • Discussion 	<p>western political philosophy. The issue of the proper function of the state and the nature of justice are fundamental questions that provide a foundation for debates in contemporary American politics. In addition, these philosophers, especially Locke and Marx, have played a key role in the history of the 19th and 20th. Therefore, this unit gives the instructor the opportunity to make connections between philosophy, history, and politics, which should not only benefit students studying social studies but also facilitates a better understanding of contemporary political discourse.</p>
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Windham School District Curriculum

Philosophical Literature

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
<p><i>Competencies (Standards?):</i></p> <p>CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RI.11-12.7 CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.1.B CCSS.ELA-LITERACY.W.11-12.2.A CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.SL.11-12.1 CCSS.ELA-LITERACY.SL.11-12.4</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • think critically and build their repertoire of rational argumentation skills. • express what they believe regarding moral responsibility. • identify reasons in support of a moral claim. • formulate the arguments in the free will vs. determinism debate. • explain the difference between a morally permissible action and a morally necessary action. • express what they believe regarding God's nature. • express what they believe regarding the nature of mind. • formulate the central question of the mind-body problem. • consider the nature of beauty and artwork to better understand and appreciate the wider world. • understand central debates in western political philosophy. 	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • by studying philosophy, students join in the great human tradition of shared knowledge through a logical examination of the world around us. • there are specific requirements for moral responsibility and start to think about how that's related to free will. • there are better and worse reasons for making a moral decision. • the questions being asked in philosophy of religion and common positions taken on those questions. • philosophy methodologically approaches questions concerning religion from a position of logic. 	<ul style="list-style-type: none"> • What is philosophy, and how can it help me understand myself and the world? • How can I apply logical reasoning strategies to evaluate and create arguments? • What kind of person should I be? • What are the essential features that make me the person I am? • What are the logical arguments for God's existence? • What is the nature of God? • Do I have free will and does it matter? • What is the relationship between power, authority, and political structure? • What does it mean to exist as a human being?

<i>Content Standards:</i>	<ul style="list-style-type: none"> • understand the central question of the mind-body problem. • consider the nature of beauty and artwork to better understand and appreciate the world around them. • understand central debates in western political philosophy. 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • rational argumentation skills. • the dominant western ethical systems and their criteria for moral responsibility. • criteria for reasons in support of a moral claim. • the arguments in the free will vs. determinism debate. • the difference between a morally impermissible action, a morally permissible action and a morally necessary action. • the logical arguments regarding God's nature. • the philosophical arguments regarding the nature of mind and the mind/body problem. • objective criteria for evaluating the nature of beauty and artwork to better understand and appreciate the world around them. • The central debates in western political philosophy. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • critical thinking. • speaking: debate strategies, prepared and spontaneous speeches, verbally supporting claims with relevant reasoning and evidence. • analyzing arguments. • supporting their opinions with accurate, relevant reasoning and evidence. • writing: both developing their own written arguments and conducting research to integrate into them. • reading: annotating and close reading, reading various modes of text for author's purpose. • listening: respond thoughtfully to diverse perspectives; synthesize claims and evidence on various perspectives of an issue; evaluate a speaker's point of view.
	Used in Content Area Standards	21st Century Skills
		<ul style="list-style-type: none"> • problem solving & critical thinking: Students study and practice the philosophical method which includes many forms of logical thinking strategies. • communication: Students learn and practice varied forms of speaking and listening in both informal and formal structures.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

Advanced Placement Literature and Composition

Unit Name	What	How	Why
Introduction to Literature and Criticism	<ul style="list-style-type: none"> Literary Criticism Literary Terms What is Literature? What is Literary Theory? 	<ul style="list-style-type: none"> Introduce students to a selection of literary theory/cultural theory. Introduce students to literary terms. 	<ul style="list-style-type: none"> Provide students with the tools needed to interpret and analyze different types of literature.
Poetry	<ul style="list-style-type: none"> Poetry terms Scanning poetry Form and Content through the ages Sonnets 	<ul style="list-style-type: none"> Read poetry from the 16th, 17th, 18th, 19th, 20th and 21st century. Compare types of poetry and examine the content of poetry. 	<ul style="list-style-type: none"> To understand how the form and content of poetry in English develops and changes over time.
Drama: Tragedy and Comedy	<ul style="list-style-type: none"> Early Tragedy & Comedy: <i>Oedipus Rex</i> and <i>Frogs</i> (or similar ancient texts) Developments in Drama: Comedy and Tragedy from Shakespeare and Marlowe such as <i>Hamlet</i>, <i>Comedy of Errors</i>, <i>Doctor Faustus</i> Politics and Drama: 20th century tragedy and comedy: <i>Endgame</i>, <i>Waiting for Godot</i>, <i>Birthday Party</i> (?) 	<ul style="list-style-type: none"> Read comedy and tragedy from classical Greco-Roman world. Read comedy and tragedy from European Renaissance. Read comedy and tragedy from the modern and contemporary era and look at theatre of the Absurd and the modern condition. 	<ul style="list-style-type: none"> Explore form and content through the ages. Look at political landscape of dramatic works. Bridge into contemporary era via theatre of the absurd unit.

Fiction	<ul style="list-style-type: none"> • <i>Heart of Darkness, Portrait of the Artist as a Young Man, Beloved, Disgrace</i> 	<ul style="list-style-type: none"> • Introduce students to historical movements and events as a bridge to reading each of these novels. • Read novels from Victorian period, the modern age and the present alongside an historical context. 	<ul style="list-style-type: none"> • To understand how culture and history can be understood through an examination of literature from around the world.
Contemporary Mediums - Adaptation and 21st century Media	<ul style="list-style-type: none"> • <i>Persepolis</i> - graphic novel and animated film • <i>Country of my Skull</i> - film adaptation • Bollywood + Shakespeare - <i>Omkaara</i> • <i>The Kite Runner</i> - film and novel 	<ul style="list-style-type: none"> • Examine modern forms of communication and different mediums that are central to the 21st century. 	<ul style="list-style-type: none"> • To use our understanding of literature from the past to comprehend 21st century digital media and its relation to our culture; both past and present.

Windham School District Curriculum

Advanced Placement Literature and Composition

Stage 1 Desired Results

<i>ESTABLISHED GOALS:</i>	<i>Transfer</i>
<p><i>Content Standards:</i></p> <p>W.CCR 1, 2, 4, 5, 6, 7, 8, 9, 10 SL.CCR. 1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6, RL.CCR. 1, 2, 3, 4,5, 6, 7, 10, 11, 12 RL 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand and analyze a range of literary periods and genres • Develop skills for writing analytically, critically and confidently. • Comprehend a variety of texts in literature, visual media, and theory. • Read literary and critical texts simultaneously to enhance their ability to engage with unfamiliar and challenging texts • Express their comprehension of texts through their writing
	<p><i>Meaning</i></p>

	<p><i>ENDURING UNDERSTANDINGS</i></p> <p><i>Students will understand.</i></p> <ul style="list-style-type: none"> • how the form and content of literature from the 16th century to the present have changed. • how to read carefully and critically and how to analyze literature. • the ways in which authors use language and imagery to create meaning. • how a text's format, style and themes work. how to develop stylistic maturity in their writing. • how history, literary criticism and culture work to create meaning in a text. • how to use subject-specific vocabulary to talk about a text • how to conduct academic research and write effectively. 	<p><i>ESSENTIAL QUESTIONS</i></p> <ul style="list-style-type: none"> • What are the skills necessary to communicate effectively in various modes of rhetoric? • How should I read different types of texts? • What is the role of the reader in making meaning from text? • How are the conventions of written language different from spoken language?
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<p>Use the College Board writing rubric to grade assignments and improve clarity and coherence of expression.</p>	<p>ASSESSMENT:</p> <p>Summer Reading Assessment – Analysis of summer reading</p> <ul style="list-style-type: none"> • 1 Critical Analysis of poetry (1500 words) • 1 Paraphrase of Academic Article on Drama (500 words) • 1 Imitation of Renaissance Comedy (3 Acts) • 1 Critical Analysis of Renaissance Tragedy (2,000 words) • 1 Critical Analysis of Modern Drama (1500 words) • 1 Critical Analysis of the Modern Novel (1500 words) • 1 Critical Analysis of Post-Colonial Novel (2,000 words) • Oral Presentation + Class Handout on free read for semester 2 - 15 mins • 1 Close reading for each drama and each novel that we read in class and as a free-read (300 words) • Final Research Paper on contemporary text of student's choice [free read] (3,000 words)

Media and Persuasion

Unit Name	What	How	Why
Unit One	<ul style="list-style-type: none"> • “Persuasion as believability” • Pre-persuasion • Intro to rhetoric- ethos, pathos, logos • Intro to film • Intro to Media Literacy (what constitutes the media, how does it work, evaluating sources and biases, how does the media persuade?) 	<ul style="list-style-type: none"> • Examples. • Practice. • Terminology/jargon. 	<ul style="list-style-type: none"> • Teaching these techniques in isolation will allow students to better understand how they also work hand-in-hand to support one another.
Unit Two	<ul style="list-style-type: none"> • Gender, Sexuality, and Class 	<ul style="list-style-type: none"> • How do fictional forms of media (stories, digital media, print ads, commercial ads, film, music, etc.) utilize persuasive appeals and creative choices to examine issues of gender, sexuality and class? • How do nonfiction forms of media (stories, digital media, print ads, commercial ads, film, music, news media, documentaries, speeches, etc.) utilize persuasive appeals and creative choices to examine issues of gender, sexuality and class? 	<ul style="list-style-type: none"> • Students can study and compare the media’s role in shaping the views and attitudes of society in terms of gender, sexuality and class.
Unit Three	<ul style="list-style-type: none"> • Race and Ethnicity 	<ul style="list-style-type: none"> • How do fictional forms of media (stories, digital media, print ads, commercial ads, film, music, etc.) utilize persuasive appeals and creative choices to examine issues of race and ethnicity? • How do nonfiction forms of media (stories, digital media, print ads, commercial ads, film, 	<ul style="list-style-type: none"> • Students can study and compare the media’s role in shaping the views and attitudes of society in terms of race and ethnicity.

		music, news media, documentaries, speeches, etc.) utilize persuasive appeals and creative choices to examine issues of race and ethnicity?	
Unit Four	<ul style="list-style-type: none"> • Power and Control 	<ul style="list-style-type: none"> • How do fictional forms of media (stories, digital media, print ads, commercial ads, film, music, etc.) utilize persuasive appeals and creative choices to examine issues of power and control? • How do nonfiction forms of media (stories, digital media, print ads, commercial ads, film, music, news media, documentaries, speeches, etc.) utilize persuasive appeals and creative choices to examine issues of power and control? 	<ul style="list-style-type: none"> • Students can study and compare the media's role in shaping the views and attitudes of society in terms of power and control.
Unit Five	<ul style="list-style-type: none"> • Responsible use and misuse of media • Media responsibility • Process of creating media • Problems in the media • The future of media 	<ul style="list-style-type: none"> • Capstone project: Persuasive essay and multi-media project that conveys an opinion using persuasive appeals and creative choices. 	<ul style="list-style-type: none"> • Students will be able to apply the knowledge they've acquired over the course of the semester to create their own persuasive media.

Windham School District Curriculum

Media and Persuasion

Stage 1 Desired Results

Stage 1 Desired Results		
<div>ESTABLISHED GOALS:</div> <div>Competencies (Standards?):<ul style="list-style-type: none">Students will write skillfully for real-world and academic purposesStudents will grow in their ability to read and analyze fictional and non-fictional media literacy pieces</div> <div>Content Standards:<ul style="list-style-type: none">RL.11-12. 3, 4, 5, 7RI. 11-12. 3, 5W. 11-12. 1, 4, 6, 10SL. 11-12. 1, 2, 3, 5L. 11-12. 1, 2, 3, 5</div>	<div>Transfer</div> <div>Students will be able to:<ul style="list-style-type: none">understand rhetorical techniques and film techniques in isolation, allowing them to better understand how they also work hand-in-hand to support one another.apply the knowledge they’ve acquired over the course of the semester to create their own persuasive media.</div>	
	<div>Meaning</div> <div><div>ENDURING UNDERSTANDINGS</div><div>Students will understand...<ul style="list-style-type: none">“Persuasion as believability”pre-persuasion.intro to rhetoric- ethos, pathos, logos.intro to film- mise en scene.media Literacy<ul style="list-style-type: none">What constitutes the mediaHow does media workEvaluating sources and biasesHow does the media persuade?ideas of gender, sexuality, and classideas of race and ethnicityideas of power and controlresponsible use and misuse of mediamedia responsibilityprocess of creating mediaproblems in the mediathe future of media</div></div> <div><div>ESSENTIAL QUESTIONS</div><ul style="list-style-type: none">How can I study and compare the media’s role in shaping the views and attitudes of society in terms of gender, sexuality and class?How can I study and compare the media’s role in shaping the views and attitudes of society in terms of race and ethnicity?How can I study and compare the media’s role in shaping the views and attitudes of society in terms of power and control?</div>	
	<div>Acquisition</div> <div><div>Students will know...</div><div>Students will be skilled at...</div></div>	

	<ul style="list-style-type: none"> media and persuasion go hand-in-hand fictional interpretations of gender, sexuality, class, race, ethnicity, power, and control through the lens of media. fictional interpretations of gender, sexuality, class, race, ethnicity, power, and control through the lens of persuasion. nonfictional interpretations of gender, sexuality, class, race, ethnicity, power, and control through the lens of media nonfictional interpretations of gender, sexuality, class, race, ethnicity, power, and control through the lens of persuasion. 	<ul style="list-style-type: none"> analyzing arguments/persuasion techniques critical thinking writing: both developing their own written arguments and conducting research. reading: annotating and close reading, reading various modes of text for author's purpose. listening: respond thoughtfully to diverse perspectives; synthesize claims and evidence on various perspectives of an issue; evaluate a speaker's point of view.
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> critical thinking: students study and practice modes of persuasion through the media in both fiction and nonfiction examples. 	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT:
	OTHER EVIDENCE:

British Literature

Unit Name	What	How	Why
The origins of English literature	<ul style="list-style-type: none"> Anglo-Saxon and Middle English works such as <i>Beowulf</i>, <i>Judith</i> and <i>Canterbury Tales</i> Using visual media to understand the worldview of Anglo-Saxon peoples and changes brought about by Norman Invasion and Middle Ages Students will be able to place evolution of language and literature on a time line 	<ul style="list-style-type: none"> Exposure to sounds and appearance of earlier iterations of English through. Read, discuss and write about works in translation, understanding that they were written in earlier versions of English. Understand how the Christianization of England changed language and literature. Bede: The Venerable Bede as a bridge figure --Latin and Anglo-Saxon co-exist. Works such as <i>Canterbury Tales</i> provide a window into the changing world of England in the Middle Ages. Rising middle class and power of the church are central concerns. 	<ul style="list-style-type: none"> Students will understand that the English language has changed over time as a result of repeated invasion and the mixing of cultures and languages.
The Renaissance	<ul style="list-style-type: none"> Students will read works of early modern English with the understanding that the language continues to change over time, but that the very human concerns and conditions that Shakespeare wrote about still exist in the modern world. 	<ul style="list-style-type: none"> Read, listen and watch several Shakespeare plays, including modern interpretations or productions. 	<ul style="list-style-type: none"> Read, discuss and write about one or more plays by Shakespeare. Shakespeare as a foundational figure of English language and literature, including his role in development of modern

			vocabulary and idiomatic expressions.
Britain becomes a world power	<ul style="list-style-type: none"> Students will read a variety of texts from 1700's and early 1800's -- poetry essays with an eye toward the development of British Literature and the English Language as dominant forces in the world. 	<ul style="list-style-type: none"> Read a variety of short works from the period including Coleridge, Wordsworth, Browning. 	<ul style="list-style-type: none"> Read, discuss and write on a selection of these works.

Windham School District Curriculum

British Literature

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>Students will increase their cultural literacy. Because English literature and English language are influential in the world, becoming familiar with major works of British literature naturally develops cultural literacy</p> <p>Students will increase their ability to read, discuss and write about works of literature,</p> <p>Students will recognize universal themes in British works and will connect them with concerns of today's world</p> <p><i>Content Standards:</i> RL 11/12. 1. RL11/12. 3. RL 11/12. 9. RL 11/12. 10. RI 11/12.8. RI 11/12. 9. RI 11/12. 10. W 11/12</p>		
	<p><i>Students will be able to understand, discuss and write analytically about key works of British literature.</i></p>	
	<p>Meaning</p>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> although a geographically small nation, Britain has had and enduring influence on the language and literature of the modern world. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How has the English language changed over time? What historical events and geographical factors brought about these changes? How does English literature continue to influence literature in the post-colonial world?
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that the English language has changed over time as a result of repeated invasion and the mixing of cultures and languages that the language continues to change over time, but that the human concerns and conditions existed in the Middle Ages and the Renaissance that about still exist in the modern world. that Chaucer and Shakespeare were foundational figures of English language and literature, helping to shape and develop our ideas of drama and storytelling and playing a role in the development of modern vocabulary and idiomatic expressions. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> understanding literature written in the distant past using skills of interpretation and analysis, write about these works and their connections to the modern world drawing inferences from the texts about the author's purpose, personality, motivation, tone, mood, as well as the time period in which the text was produced.

<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
		<i>Students will use...</i> <ul style="list-style-type: none"> one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> WHS Writing rubric used to assess all written work Teacher generated scoring guides used to assess creative projects and discussion 	ASSESSMENT: Several papers of literary analysis, creative projects using visual or auditory elements, Socratic seminar, oral presentation
	OTHER EVIDENCE: