Please Note: These minutes are pending Board approval.

Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on June 4, 2019 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila (absent)
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (absent)	20 Staff
J. Vouros	50 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue recognized the wonderful staff and students at tonight's meeting. It's the time of year we reluctantly say good-bye to our retiring faculty. Together they total 120 years in Newtown and 181 years in education. The retirees include Petrice DiVanno, Jan English, Maryrose Kristopik, Dorothy Schmidt and Michelle Tanenbaum. Dr. Steven Malary was unable to be at the meeting.

Dr. Rodrigue spoke about the Weller award winner and applicants. She introduced applicants Linda Baron, teacher at Middle Gate School, and Cynthia Holdberg from Head O'Meadow School. Cheryl McCaffrey from Reed Intermediate School was unable to attend. Deborah Lubin Pond from Hawley School won for her "Kindergarten Kindness" project and shared it with the Board.

Dr. Rodrigue introduced the winners of the CABE Student Leadership Award. Kirtana Kunzweiler and Joseph Crobsy, Middle School students, and Simone Paradis and Matthew Dubois, high school students, received this award.

Dr. Rodrigue then introduced the Top 5% of the 2019 graduating class which included Michael Arena, Audrey Benson, Ryan Brown, Gabrielle Calbo, Stephanie Cobb, Francesca D'Aprile, Claire Dubois, Matthew Dubois, Sarah Grant, Justin Kahn, Allyson Kenney, Fallyn Kirlin, Jake Kneski, Brianna Lunden, Ben Nowacki, Caroline Reichmann, Nina Francesca Soriano, Keira Sughrue, and Hailey Pankow, Salutatorian, and Bryan Ingwersen, Valedictorian.

Item 3 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair report: Mrs. Ku said the State budget passed without the proposed contribution to the teacher retirement system from municipalities. The two summer Board meetings will be changed. The July meeting will be held July 9 and there will be an August 27 meeting which will replace the first meeting in September. Teachers' union negotiations will start in July. She would also like to start on a Board self-evaluation.

Superintendent's Report: Dr. Rodrigue noted that Fallyn Kirlin just arrived at the meeting and was also in the top 5% of the graduating class.
Dr. Rodrigue and Mr. Bienkowski would be presenting information from the special education self-study action steps at the CIP sub-committee meeting. The self-study was an outstanding tool regarding staffing needs. An invitation was sent to parents and educators to work on the Parent Educator Advisory Council (PEAC) and there were approximately 30 interested parents. They will meet in August to review our vision and strategic plan. Dr. Rodrigue was invited to Mrs. Meachen's 4th grade class at Sandy Hook where the students put together two presentations on their thoughts and opinions regarding the use of plastic and Styrofoam in the schools. The students involved were Reinna Bianco, Gabby O'Sullivan, Lily Rose Caston and Lily Capener. She was impressed and promised to share this with the Board.

Dr. Rodrigue thanked students Robbie Morrill and Claire DuBois for their extraordinary work in serving on the Board this year and introduced their replacements for next year who are Hannah Jojo and Miland Chand.

Mrs. Harriman-Stites questioned the staffing and wanted to make sure we continue looking at this in detail about the time the budget is being formed. We will continue to see an increase in services and she wants to be sure we have the right staffing.

Mr. Vouros asked if PEAC will report back to the Board.
Dr. Rodrigue said we will have reports to the Board once we have our planning meeting. It will be a larger group that breaks down into subcommittees.

Committee Reports:
Mr. Vouros reported that Gene Hall and Dr. Longobucco were here for the algebra I, II and geometry curricula.

Mrs. Harriman-Stites said the Policy Committee is continuing to go through the 9000 series and hopes to be completed by December with new Board members starting.

Student Report:
Ms. Dubois reported that seniors were beginning finals tomorrow. Last Friday students from Junior Action Alliance wore orange for national gun violence awareness day. Best Buddies had their prom last Saturday. Volleyball faces Darien tonight in States finals. Awards nights were last week and seniors celebrated their end of year with a picnic run by culinary. Next week the seniors will visit their elementary schools.

Item 6 – Old Business
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the student field trip to Panama. Mr. Cruson seconded.

Shawn Mullen, Sue McConnell and Tim Dejulio were there to speak about their trip to Panama in January and indicated that the students would be in a safe, protected reserve. This trip is in alignment with the NICE mission.

Mr. Vouros asked now many students would go.
Mr. Mullen said 10 would be the minimum which includes the two adults.
Mr. Vouros asked about those who want to go but could not afford the trip.
Mrs. McConnell said they are working with Newtown Savings Bank and have provided forms for students to apply for financial aid and establish savings accounts.

Mrs. Ku asked if freshman would need to know about this trip in 8th grade.
Mr. Dejulio said they would in the future.
Mrs. McConnell said we are working on a travel plan for the high school. The executive board for NICE is coming up with a 4-year plan so they can go on the trip of their choice.
Mrs. Harriman-Stites asked the selection process for students if you have more than 10.
Mr. Dejulio said we would look at applications and conduct interviews to find the right fit.
Mr. Mullen said over that number the price would go up. The maximum is 14 for the trip.
Motion passes unanimously.

Second Read of Grade 3 and 4 ELA reading and Writing Curricula:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Grade 3 and 4 ELA Reading and Writing curricula. Mr. Cruson seconded. Motion passes unanimously.

Second Read of Policies:
Mrs. Harriman-Stites said that for policy 5141.22 regarding the inclusion of the flu vaccine the answer from Anne Dalton is the Hib vaccine is required and covered under "other."
For policy 5141.24 CABE said we should cross number that policy so it would be 5141.24/4147.11. Our 5000 series pertains to students and the 4000 is all around staff.

MOTION: Mrs. Harriman-Stites moved Move that the Board of Education approve policies 5141 Student Health Services, 5141.22 Communicable/Infectious Diseases, 5141.231 /4118.234 Psychotropic Drug Use, 5141.24 Students with HIV/ARC or AIDS and 5141.251 Students with Special Health Care Needs / Accommodating Students with Special Dietary Needs. Mr. Cruson seconded. Motion passes unanimously.

Mr. Delia asked if we had a policy that requires students to get vaccinations.
Mrs. Harriman-Stites said there is a religious exemption from vaccinations.
Mr. Delia asked if we had a policy about vaccinations when students go to foreign places.
Dr. Rodrigue said part of the trip mandates that students receive immunizations required from where they are going.
Mrs. Harriman-Stites would see if we have one.

Item 7 – New Business
Algebra I, Algebra II and Geometry Curricula:
Gene Hall, Math Department Chair, spoke about these courses which they are piloting this year and thanked Kathy Swift for her help.

Mrs. Harriman-Stites liked the interdisciplinary connections and asked if algebra was taught in 8th grade, to which Mr. Hall said it was.

Mr. Vouros asked about classes for SAT preparation.
Mr. Hall stated that we decided to have algebra II right after algebra I becase the SAT is 90% algebra based.

Mr. Clure asked if they used previous SAT tests for reviews in class.
Mr. Hall said they use them for warm-ups in the beginning of class to review.

Mr. Delia asked if honors and CP get the same curricula.
Mr. Hall said it depends on the level of how deep we go but this is the general curriculum.
Mr. Delia asked if the unit tests were the same for every class.

Mr. Hall said we all have access to the same tests which are 80% the same but not exactly the same. Most times it's 100%.
Dr. Rodrigue said part of it has to be personalized in the classroom.

Healthy Food Certification:
MOTION: Mrs. Harriman-Stites moved that the Board of Education will not comply with the Connecticut Nutrition Standards during the period of July 1, 2019 through June 30, 2020. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeteria, and fundraising activities on school premises, whether or not school sponsored. Mr. Cruson seconded. Motion passes unanimously.

Minutes of May 21, 2019:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of May 21, 2019. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Public Participation
MOTION: Mrs. Harriman-Stites moved that the Board of Education go into executive session to discuss the Superintendent's self-evaluation and invite Dr. Rodrigue. Mr. Delia seconded. Motion passes unanimously.

Item 9 – Executive Session
Executive session began at 8:45 p.m.

MOTION: Mrs. Harriman-Stites moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 10 – Adjournment
The meeting adjourned at 9:25 p.m.

Respectfully submitted:

_____

Daniel J. Cruson, Jr.
Secretary

May 29, 2019

TO: Lorrie Rodrigue

FROM: Kimberly Longobucco

Please accept the donation of $500 from Connecticut STEM Foundation Inc. to Newtown High School. The Donation will be used towards a Weather Balloon Project in the Science Department.

This is a thoughtful donation.

Thank you.

CT STEM Foundation Inc.
PO Box 1048
Redding, CT 06875

TO: Dr. Lorrie Rodrigue
FROM: Deborah Mailloux-Petersen, Dir. Of Pupil Services and Suzanne D'Eramo, Dir. of HR
RE: Self-Study Action Steps
DATE: June 3, 2019

SPED Self-Study Action Steps:
Under the supervision of the Director of Human Resources, and in collaboration with staff and administration, conduct a qualitative and quantitative comprehensive review of the following:

- Special education staffing needs across the district
- School psychologists' roles and responsibilities
- Schedules and opportunities to maximize service delivery
- Use of paraprofessionals and other support personnel (efficiency and appropriateness)

Meetings were held with Paula, Maureen, and Sonia on four separate occasions to thoroughly review and discuss, at length, the above mentioned action steps. Additionally, seven individual meetings were held with each of the building administrators, for their valuable input.

The following are our SPED staffing recommendations:

Speech and Language Pathology (SLP) Services

1. Preschool Program – hire an additional full-time SLP

2. Retain the current .5 FTE SLP as additional support for PreK-Grade 4, to service itinerate kindergarten eligible students in their home schools, act as a daycare liaison, and assist with observations/evaluations

   IMPORTANT NOTE: In June 2015, the SLP FTE in the preschool program was reduced from 2.0 to 1.0 when a 6/30/15 retirement was not replaced (budget cut). In January of 2016, an additional .5 SLP FTE was added back to the preschool program. This recommendation is to restore the FTE back to the original 2.0 that it was prior to the retirement.

3. The middle school SLP will service the 18-21 yr. old students in the Newtown Community Partnership Program (which was previously the responsibility of the high school SLP)

Special education teachers

4. Preschool Program – hire an additional full-time SPED teacher
   In August 2018, the pre-school began with **42** students. As of May 30, 2019, the current number of preschool students is **62**, an increase of **22** students. Therefore, an additional preschool classroom is needed. It is always difficult to predict the number of preschool students that will be added throughout the school year. Referrals to special education are received from Birth-3 programs, parents, private preschools, and private daycare facilities. Districts are obligated to provide services to children as soon as they turn 3 years old. Historically, the number of students enrolled in our special education preschool program in the fall increases by roughly 20+ students over the course of the year. The opening fall enrollment numbers in the two previous school years have been higher than in years past.

5. Newtown High School – hire an additional full-time SPED teacher
   We anticipate that **24** students currently receiving SPED services will graduate from the high school this June. There are **46** 8th grade students currently receiving SPED services that will be entering the high school this fall, representing an increase of **22** students. One of the NHS teachers currently splitting her time between the Newtown Community Partnership Program and teaching 2 SPED sections at NHS will move to full-time case management at the Newtown Community Partnership Program (handling a caseload of 15 students.) The additional full-time SPED teacher will provide support to the current NHS SPED teachers and reduce the caseloads expected with the incoming 8th graders.

Paraprofessionals and other support personnel

6. Additional 3 hours per week of occupational therapy services to support students at HAW & MG (increasing Diane Day from 26 hours/week to 29 hours/week)

7. As a result of the reduction in special education student enrollment anticipated for the upcoming school year at RIS, five paraeducators will be reallocated (schools TBD)

School Psychologist – Roles and Responsibilities

Each SPED supervisor and building principal shared with us the roles and responsibilities of their building's school psychologist(s). No major disparities were noted.

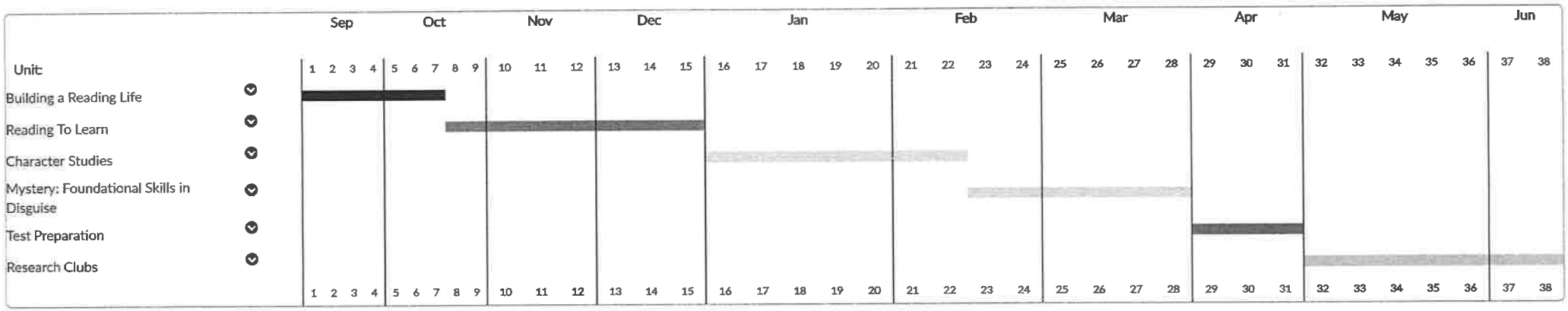
Schedules and opportunities to maximize service delivery

All SPED supervisors and building principals have made a concerted effort to appropriately group special needs students more effectively to maximize service delivery (rather than evenly distributing SPED students among grade-level classrooms).

Newtown Public Schools
Reading Grade 3

District Elementary > Grade 3 > English Language Arts > Reading Grade 3

Collaboration



Unit Planner: Building a Reading Life
Reading Grade 3

Thursday, April 11, 2019, 3:09PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 1 - Week 7

Last Updated: Thursday, February 28, 2019
by Patricia Vitarelli

Building a Reading Life

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Self Regulation

Reading Unit 1 Web (1).pdf

Generalizations / Enduring Understandings

Understanding Text

Cognitive engagement and attitude build reading comprehension.

Responding to Text

Stamina and Interdependent reading promote meaningful discussions.

Producing Text

Readers include text evidence from a mentor text to produce a written response.

Critiquing Text

Evaluation of text and self-reflection develop perseverance.

Conceptual Lens:

Self regulation and attitude strengthen a reader's relationship with texts.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

1. What is a within reach book? (F)
2. What is a prediction? (F)
3. What are the story elements of narrative text? (F)
4. How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing to me? (C)

Responding To Text

1. What is stamina? (F)
2. How can I make and live by reading goals, remembering what I know about within-reach books, reading often, and reading faster, stronger, longer? (C)
3. Do reading partnerships improve reading comprehension? (P)
4. How can I use my conversation with a partner (and the time I spend reading) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it? (C)

Producing Text

1. What are the components of a written response? (F)
2. How can a mentor text help me generate a written response? (C)
3. How do you support an idea in an open ended response? (C)

Critiquing Text

1. What is perseverance (grit)? (F)
2. What is self-reflection? (F)
3. How does self-reflection help one to persevere? (C)

Conceptual Lens:

1. What is self-regulation? (F)
2. What can I do to become a better reader? (C)
3. What is the difference between making the most of independent reading, and taking independent reading for granted?(C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. 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.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Craft and Structure

4. 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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. 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.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the

author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018_(1).pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Critical Content:

Understanding Text

- key vocabulary (narrative, stamina, perseverance, prediction, context clues, within reach book, inference)
- story elements
- reading fluency

Responding to Text

- reader connections
- personal reflections
- partnership etiquette

Critiquing Text

- author's purpose
- sequence of events
- opinions and text support

Producing Text

- speaking and listening
- writing conventions
- writing techniques (text evidence)

See Skills Bookmark (Attached)
RL.3.1, RL.3.2, RL.3.4, RL.3.5
RF.3.3, RF.3.4
SL.3.1, SL.3.2, SL.3.3, SL.3.6
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6
tcoe_bookmarks_grade_3 (1).pdf

Core Learning Activities

1. Read within-reach books (Just Right).
2. Set and modify reading goals.
3. Track progress of reading (volume and stamina).
4. Develop partnerships.
5. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, visualizing, etc.).
6. Use word-solving strategies to support comprehension.

Assessments

Reading Grit Test
Formative: Self Assessment
G3B1_ReadingGritTest.pdf
Pre Assessment (optional)
Formative: Written Test
Abby Gets Her Shot
G3B1_PreAssessment.pdf
PreAssess_SampleResponses.pdf
Post Assessment (optional)
Summative: Written Test

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

The Yard Sale G3B1_PostAssessment.pdf PostAssess_SampleResponses.pdf **Running Records** **Formative: Other oral assessments** 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction. **Observation Assessments** **Formative: Other oral assessments** 1. Reading Logs 2. Conferring Notes 3. Teacher Observations Reading Unit 1 Postassessment Rubric.pdf Reading Unit 1 Preassessment Rubric.pdf PrePost Assessment TeacherInstructions.pdf	Building a Reading Life from Units of Study for Teaching Reading: Grade 3 The book is divided into three parts, or bends: *Making a Reading Life, Understanding the Story, Tackling More Challenging Texts*, with each part of the unit designed to strengthen foundational skills such as reading with fluency and stamina as well as monitoring for sense and recounting stories. Texts Used (fiction, non-fiction, on-line, media, etc...) Mentor Text: Stone Fox by John Reynolds Gardiner **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Student Resources** Texts Used(fiction, non-fiction, on-line, media, etc...) Any texts students read during this unit should be selected based on students' reading levels and personal choices. LearningProgression_NARR_G2_G3.pdf RUOS_G3B1_StoneFox_Minilessons (1).pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Reading To Learn
Reading Grade 3

Thursday, April 11, 2019, 3:11PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 8 - Week 15

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Reading To Learn

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Text Structure

Reading Unit 2 Web.pdf

Generalizations / Enduring Understandings

Understanding Text
Main idea and supporting details develop a summary of nonfiction text.

Responding to Text
Self Reflection and attitude expand comprehension and discussion.

Producing Text
Revision of main idea leads to interpretation of topic.

Critiquing Text
Point of view (1st person/3rd person) clarifies author's perspective on a topic.

Conceptual Lens
Text features and text structures impact the understanding of nonfiction text.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

1. What is a main idea? (F)
2. What are supporting details? (F)
3. How does understanding vocabulary help with reading comprehension? (C)

Responding to Text

1. Can attitude towards a topic affect your understanding of the topic? (P)
2. What does partnership etiquette look like? (F)
3. How do self-reflection and partnership discussions impact comprehension? (C)

Producing Text

1. How are main topic and main idea different? (F)
2. What strategies can I use to find the main idea of a text? (C)
3. How can I use what I know about main idea to determine supporting details? (C)

Critiquing Text

1. What are 1st and 3rd person? (F)
2. Why is it important to distinguish author's perspective from your own? (P)
3. What is genre? (F)
4. What are the different genres of nonfiction text? (F)

Conceptual Lens

1. How does the text structure adjust the way you approach text? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5
CCSS: Grade 3

Reading: Informational Text

Key Ideas and Details

1. 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.

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. 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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. 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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.3.7. Conduct short research projects that build knowledge about a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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- Ex. Which sentence from the article or text best supports the answer?
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DOK2: How can knowledge from the text be applied? These are mostly skill questions.

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DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?

Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- Main idea/supporting details
- Text features
- Genre (biography, narrative nonfiction, hybrid, expository)
- Reading comprehension
- Vocabulary (domain-specific vocabulary, genre, biography,

Core Learning Activities

1. Read nonfiction text.
2. Identify text structure (ie.,compare/contrast, cause and effect, sequential order, time line, etc.)
3. Determine main idea and supporting details of a nonfiction text.
4. Demonstrate understanding of topic/text through reflection andconversation.
5. Understand hybrid nonfiction.
6. Synthesize understanding of narrative nonfiction text (i.e., biography and books by Gail Gibbons, Joanna Cole, Seymour Simon, etc.)

narrative non-fiction, hybrid, expository, main idea/supporting details, text structures, cause-effect, sequence, compare/contrast, timeline **Responding to Text** • Partnership discussion behaviors • Meaning of personal reflections • Summarizing text • Boxes and Bullets **Producing Text** • Writing conventions • Note taking • Oral presentation protocols **Critiquing Text** • Meaning of opinion versus fact • Author's craft • Author's versus reader's perspectives **Skills Bookmark Attached** RI.3.1, RI.3.2, RI.3.3, RI.3.4,RI.3.5, RI.3.6, RI.3.7, RI.3.8 W.3.7, W.3.8,W.3.10 SL.3.4 L.3.6 tcoe_bookmarks_grade_3.pdf	
Assessments	Resources

Pre-Assessment (Optional) **Formative: Written Test** Start Your Engines: All About Motor Racing G3B2_PreAssessment (1).pdf **Post Assessment (Optional)** **Summative: Written Test** Thrills and Chills: Roller Coasters Are Not All the Same! G3B2_PostAssessment.pdf **Running Records** **Formative: Other oral assessments** Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction. **Observation Assessments** **Formative: Other oral assessments** 1. Reading Logs 2. Conferring Notes 3. Teacher Observations 4. Student Work G3B2_PostAssessRubric.pdf G3B2_PreAssessmentRubric.pdf PrePost Assessment TeacherInstructions.pdf	*Professional & Student* **Professional Resources:** Concept-Based Curriculum and Instruction for the Thinking ClassroomSecond Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning **Reading to Learn:Grasping Main Idea and Text Structuresfrom Units of Study for Teaching Reading: Grades 3** The book is divided into three parts, or bends:*Determining Importance in Expository Texts, Lifting the Level of Thinking about Expository Texts, Synthesizing and Growing Ideas in Narrative Nonfiction.* **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Charts to Support Nonfiction Reading** http://readingandwritingproject.com/public/themes/rwproject/resources/Content%20Support/reading/Charts_to_Support_Nonfiction_Reading.pdf **Texts Used** *Scholastic News* *readworks.org* *newsela* *Ladders* Mentor Text - Gorillas by Lori McManus (Excerpts from) Frogs and Toads by Bobbie Kalman (Excerpts from) The Story of Ruby Bridges by Robert Coles G3B2_ExpositoryTextSet.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Atlas Version 9.3.7

Unit Planner: Character Studies
Reading Grade 3

Thursday, April 11, 2019, 3:13PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 16 - Week 22

Last Updated: Tuesday, February 26, 2019 by Lina Silveira

Character Studies

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Characterization

G3 Character Studies.pdf

Generalizations / Enduring Understandings

Understanding Text

1. Character dialogue and actions reveal character traits.
2. Story elements shape and drive character motivations.

Responding to Text

1. Inferences build theories about characters.

Producing Text

1. Text evidence strengthens oral and written responses to text.
2. Self-reflections equip readers to establish reading goals.

Critiquing Text

1. Readers compare and contrast characters and lessons to develop opinions across texts.

Conceptual Lens:

1. Characterization and story elements impact the understanding of a character's journey.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1a. What are character traits? (F)
1b. What is the difference between a character trait and character feeling? (F)
1c. How do words/phrases help readers understand a character. (C)
2a. How does the setting affect the character's actions? (C)
2b. How do readers connect events in a story? What happens when they don't (C)
2c. What motivates characters to find a resolution to the problem? (C)

Responding to Text:

1. What is an inference? (F).
2. What is a theory? (F)
3. How do readers develop big ideas about characters? (C)

Producing Text:

1a. How does text evidence support a reader's written/oral response? (C)
1b. What is an important detail? (F)
1c. What makes a thorough written/oral response? (F)
2a. What is a self-reflection? (F)
2b. Why is it important to analyze your work? (C)
2c. How can goals help readers grow? (C)

Critiquing Text:

1. What is an opinion? (F)
2. How do the character's traits contribute to the

	story? (C) 3. What is the central message of the story? (C) 4. Can a reader learn from a character's lessons? (P) 5. How are the characters from one text similar or different from another text? (C) **Conceptual Lens:** 1. How do the characters' actions help move the plot along? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

1. 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.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

5. 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.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Foundational Skills

Fluency
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

*What students must **KNOW and be able to DO***

Critical Content:

Understanding Text:

- understand character, plot, setting
- identify major/minor events
- understand and explain how the character's actions contribute to major and minor events of the story
- understand the sequence of events in the story

Responding to Text:

- ask and answer questions
- locate information/details in text
- distinguish between one's own point of view and another's

Producing Text:

- refer to text for answer
- use vocabulary particular to genre when speaking and writing
- describe how each part builds upon earlier sections when discussing or writing about a story

Critiquing Text:

- explain how the central message is conveyed through key details
- recognize how illustrations contribute to a story
- able to compare/contrast
- recognize how a character remains the same or changes in different stories or books by the same author

(See Skills Bookmark Attached)
Common Core Bookmark

Core Learning Activities

1. Determine a character's traits based on their actions, thoughts, dialogue, and motivations.
2. Analyze how characters (main and secondary)change across a story using a story mountain.
3. Determine lesson(s) characters can teach the reader about his/her life.
4. Examine how the parts of the story go together.
5. Compare/contrast characters and lessons across books.

Assessments

PreAssessment (optional)
Formative: Written Test
The Bully and the Can Queen
PreAssessment - The Bully and the Can Queen.pdf
Post Assessment (optional)
Summative: Written Test
Jump
PostAssessment Jump.pdf
Pre & Post Character (optional)
Formative: Written Test
Julius The Baby of the World
PrePost Characters.pdf
Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Rubric.pdf
TeacherInstructions.pdf

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Character Studies- Units of Study for Teaching Reading: Grades 3.
The book is divided into three parts, or bends: *Getting to Know a Character as a Friend, Following a Character's Journey, and Comparing and Contrasting Characters Across Books*, with each part of the unit designed to help readers grow theories about characters and understand how story elements affect character growth in a fictional texts.

Texts Used (fiction, non-fiction, on-line, media, etc...)
Mentor Text: Because of Winn Dixie by Kate DiCamillo, Peter's Chair by Ezra Jack Keats, Make Way for Dyamonde Daniel by Nikki Grimes
Heinemann on-line resources:

1. copy paste address http://www.heinemann.com
2. login to your account
3. click my online resources
4. click Grade 3 Reading Units of Study

Student Resources
Texts Used(fiction, non-fiction, on-line, media, etc...)
Any texts students read during this unit should be selected based on students' reading levels and personal choices.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Unit Planner: Mystery: Foundational Skills in Disguise Reading Grade 3

Thursday, April 11, 2019, 3:14PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 23 - Week 28

Last Updated: Monday, March 11, 2019 by Cynthia McArthur

Mystery: Foundational Skills in Disguise

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Inference

G3 Reading Mystery.pdf

Generalizations / Enduring Understandings

Understanding Text:

- Elements of the genre (clues, detectives, suspects, crimes, red herrings, culprits, evidence, side-kicks) shape a mystery.

Responding Text:

- Partnerships draw predictions and select strategies to solve mysteries.

Producing Text:

- Metacognition cultivates jots and conversations among reading partnerships.

Critiquing Text:

- Mystery reading skills transfer to *all* fiction reading.

Conceptual Lens

- Mysteries teach readers to infer.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is a mystery? (F)
2. What are the elements of the mystery genre? (F)
3. How do main events contribute to plot? (C)

Responding Text:

1. How can readers stretch predictions? (C)
2. What are strategies that mystery readers use? (C)
3. What is a prediction? (F)

Producing Text:

1. What is metacognition? (F)
2. Can partnerships cultivate metacognition? (P)
3. How do jots support comprehension? (C)

Critiquing Text:

1. How can reading mysteries support comprehension of all fiction? (C)
2. What are fiction reading skills? (F)
3. What does transfer mean? (F)

Conceptual Lens:

1. How do mysteries teach readers to infer? (C)
2. What is an inference? (F)

	3. Can a reader understand a mystery without making an inference? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. 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.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. 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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. 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.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's

perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

*What students must **KNOW and be able to DO***

Critical Content:

Understanding Text:

- understand character, plot, setting
- identify major/minor events
- understand and explain how the character's actions contribute to main events and small details of the story
- understand the sequence of events and how they contribute to plot
- use vocabulary particular to the mystery genre when speaking or writing

Responding to Text:

- ask and answer questions
- locate information/details in text
- make predictions
- collaborate in partnerships

Producing Text:

- retell stories in sequential order
- engage in collaborative discussions

Critiquing Text:

- explain how the solution to the mystery is revealed through key details
- able to compare/contrast mysteries in a series
- able to transfer mystery reading skills to *all* fiction
- distinguish between literal and non literal language

(See Skills Bookmark Attached)
http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf

Core Learning Activities

1. Take part in solving a staged mystery.
2. Identify the genre and the structure of amystery text.
3. Track clues and wonder about suspects to infer the solution to the mystery.
4. Participate in partnerships/clubs to collaborate and clarify thinking about the mystery.
5. Transfer strategies for reading mysteries to all fiction reading.

Assessments

Pre Assessment (optional)
Formative: Written Test
Doodlebug & Dandelion: Mystery of the Bandits
RUOS_G3_Mystery_PreAssessment.pdf
Post Assessment (optional)
Summative: Written Test
The Case of the Missing Left Shoe
RUOS_G3_Mystery_PostAssessment.pdf
Running Record

Resources

Professional & Student

Professional Resources:

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Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	**Mystery:Foundational Skills in Disguise Units of Study for Teaching Reading: Grades 3**. Mentor Texts: The Absent Author by Ron Roy & The Diamond Mystery by Martin Widmark **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Mystery: Foundational Skills in Disguise, Grade 3 RUOS_Grade3_Mystery_ReadAloudTextList_June2017.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections • Character Traits • Mindsets for Learning: optimism, persistence, empathy, flexibility, resilience • Life Skills: identify emotions & expected behaviors

Unit Planner: Mystery: Foundational Skills in Disguise Reading Grade 3

Thursday, April 11, 2019, 3:16PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 23 - Week 28

Last Updated: Monday, March 11, 2019 by Cynthia McArthur

Mystery: Foundational Skills in Disguise

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

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G3 Reading Mystery.pdf

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Understanding Text:

- Elements of the genre (clues, detectives, suspects, crimes, red herrings, culprits, evidence, side-kicks) shape a mystery.

Responding Text:

- Partnerships draw predictions and select strategies to solve mysteries.

Producing Text:

- Metacognition cultivates jots and conversations among reading partnerships.

Critiquing Text:

- Mystery reading skills transfer to *all* fiction reading.

Conceptual Lens

- Mysteries teach readers to infer.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is a mystery? (F)
2. What are the elements of the mystery genre? (F)
3. How do main events contribute to plot? (C)

Responding Text:

1. How can readers stretch predictions? (C)
2. What are strategies that mystery readers use? (C)
3. What is a prediction? (F)

Producing Text:

1. What is metacognition? (F)
2. Can partnerships cultivate metacognition? (P)
3. How do jots support comprehension? (C)

Critiquing Text:

1. How can reading mysteries support comprehension of all fiction? (C)
2. What are fiction reading skills? (F)
3. What does transfer mean? (F)

Conceptual Lens:

1. How do mysteries teach readers to infer? (C)
2. What is an inference? (F)

	3. Can a reader understand a mystery without making an inference? (P)

Standard(s)

Connecticut Core Standards / Content Standards

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CCSS: Grade 3

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4. 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.

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RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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perspective: Why did the author do_____?

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- use vocabulary particular to the mystery genre when speaking or writing

Responding to Text:

- ask and answer questions
- locate information/details in text
- make predictions
- collaborate in partnerships

Producing Text:

- retell stories in sequential order
- engage in collaborative discussions

Critiquing Text:

- explain how the solution to the mystery is revealed through key details
- able to compare/contrast mysteries in a series
- able to transfer mystery reading skills to *all* fiction
- distinguish between literal and non literal language

(See Skills Bookmark Attached)
http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf

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2. Identify the genre and the structure of amystery text.
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Post Assessment (optional)
Summative: Written Test
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RUOS_G3_Mystery_PostAssessment.pdf
Running Record

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Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Artsby Lois Lanning

Formative: Other oral assessments 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	**Mystery:Foundational Skills in Disguise Units of Study for Teaching Reading: Grades 3**. Mentor Texts: The Absent Author by Ron Roy & The Diamond Mystery by Martin Widmark **Heinemann on-line resources:** 1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Mystery: Foundational Skills in Disguise, Grade 3 RUOS_Grade3_Mystery_ReadAloudTextList_June2017.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections • Character Traits • Mindsets for Learning: optimism, persistence, empathy, flexibility, resilience • Life Skills: identify emotions & expected behaviors

Unit Planner: Test Preparation
Reading Grade 3

Thursday, April 11, 2019, 3:17PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 29 - Week 31

Last Updated: Thursday, March 28, 2019 by Lina Silveira

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Confidence

*This unit is not a Concept-Based Unit. However, it is part of the 3rd grade curriculum calendar.

Generalizations / Enduring Understandings

Students will understand:

- **Literary Text**: central message, characters, vocabulary, literary technique
- **Informational Structure**: expository text, procedural text,
- **Poetry**: meaning, structure, word choice, perspective

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- How can I help students draw on their repertoire of literary strategies and knowledge of literary structure in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of informational text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of argumentative text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I use assessment data to inform and support students in reading strategically, flexibly, and fluently across a variety of genres, focusing on the areas in which they need the most support?
- How can I support students as they read strategically, flexibly and fluently across a variety of genres, successfully answering multiple choice and open-ended questions in timed situations that mirror those they will encounter when taking the actual test?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. 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.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure
4. 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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. 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.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.3.8. (Not applicable to literature)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details
1. 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.

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure
4. 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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. 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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

*What students must **KNOW and be able to DO***

Domain-Specific Vocabulary

- Excerpt
- Compare
- Similarities and Differences
- Main Idea
- Inference
- Cause and Effect
- Author's Intent
- Genre-- biography, poetry, literary, argumentative, functional informational, etc.
- Question stems
- Extended and Short Response
- Key Details

Core Learning Activities

Literary Structure

Whether engaging in close reading or a shared experience, or reading a passage on their own, readers of literature expect to pay attention to and infer about characters. Students need to be alert for what kind of people characters are:

- What do they want?
- Why do they feel certain ways about situations or other characters?
- What challenges do they face?
- How do they overcome these challenges?
- How do they change?
- What do they achieve?
- What lessons are learned?
- How does the ____ scene contribute to the overall story?
- Why did the author likely describe ____ as "...."?
- Which of the following best describes the way ____ was organized?

Predictable Questions Students Might See About Literary Texts:
For example, when students are asked about big ideas in texts, they might see questions such as:

- What is the central message of this text? (Third Grade)

When students are asked about characters, they might see questions such as:

- As ____(character) _____(is in a specific situation), how does she feel about _____(an upcoming action/event)? (Third Grade)

When students are asked about vocabulary in context, they might see questions such as:

- Why is ___(character) "swelling like a blowfish" (description that uses non literal language) in paragraph 39? Use two details from the story to support your response. (Third grade short response question)

For example, when students are asked about the literary technique that is used in the text, they might see questions such as:

- Paragraph 3 is most important to the plot of the story because it shows .... (Third Grade multiple

choice)

For example, when students are about text structure that is used in a paragraph(s) or in the whole of the text, they might see questions such as:

- Read these two sentences from paragraph 5: "Soil in a forest might be gritty, which means more sand." "Soil in a meadow might be smooth, which means more silt."
- Which of the following describes the relationship between these two sentences? (Third Grade)

Informational Structure

A Sampling of Predictable Questions on Informational Passages:

- What's the main idea of this part of the text? (Third Grade)

If students are asked about the literary technique that is used in the text, they might see questions such as:

- Think about the title in the section "Cullinan's Mission" is suited to what the section describes. Explain why the author choose the word mission in describing what Cullan is doing? (Third Grade)

When students are asked about text structure that is used in a paragraph(s) or in a whole text, they might see questions such as:

- Read the sentence from the article. "..." (paragraph 3). How does paragraph 7 support this sentence? (Third Grade)

Other Predictable Questions on Informational Passages

- What's the main idea of this part of the text? (Third Grade)

Poetry

A Sampling of Predictable Questions on Poetry:

- What are the first two stanzas of the poem mainly about? (Third Grade)

When students are asked about the literary technique that is used in a poem, they might see questions such as:

- How does the information in the fourth stanza show why the Queen does not stop pouring the cream? How does the author show how

	important the Queen is? (Third Grade) Day 3 Strategies for Answering Tricky Questions - Bookmark.pdf DOK Questions for Firework by Katie Perry.pdf DOK Questions for One Call Away .pdf Question Stems for Session 5.pdf Test Prep Unit - Grade 3 & 4.pdf
Assessments	Resources *Professional & Student* **Websites and Web-tools used** Videos of students working on test preparation: http//readingandwritingproject.com/resources/ela-materials/ela-testing- support-materials.html Texts Used(fiction, non-fiction, on-line, media, etc...) Texts from magazines such as Highlights, Cricket, Cobblestone, Read and Rise, StoryWorks, and Sports Illustrated for Kids **Common Core Reading Warm-Ups and Test Practice Grades 3** - Newmark Learning Poems PDF 2014 March Madness Poems.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Research Clubs
Reading Grade 3

Thursday, April 11, 2019, 3:18PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Reading Grade 3 > Week 32 - Week 38

Last Updated: Monday, February 11, 2019 by Patricia Vitarelli

Research Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Synthesis

Gr 3 Research Unit Web.pdf

Generalizations / Enduring Understandings

Students will understand that:

Understanding Text:

- Text structure organizes main ideas and supporting details in informational text.

Producing Text:

- Informational readers use notes to produce theories about their subject.

Responding to Text:

- Evidence-based theories lead to inferences.

Critiquing Text:

- Analysis of text illustrates similarities and differences in informational text.

Conceptual Lens:

- Synthesis of information produces solutions to real world problems.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

1. What are different text structures in informational text? (F)
2. How do the details of the text support the main idea? (C)
3. Why do authors choose certain text structures? (C)

Producing Text

1. What are the key details of a text? (F)
2. What helps readers understand as they are reading informational text? (F)
3. What are the different ways readers can take notes from a text? (C)

Responding to Text

1. What is an inference? (F)
2. What is a theory? (F)
3. Why do researchers study all the evidence of a topic? (C)

Critiquing Text

1. Is it necessary to research a topic using multiple sources? (P)
2. What details does the author include to support his or her point of view? (F)
3. How does researching similarities and differences help develop theories about a topic? (C)

Conceptual Lens

1. Can researching a topic lead to solving real-world problems? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Informational Text

Key Ideas and Details

1. 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.

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. 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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. 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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.

- Ex. Which sentence from the article or text best supports the answer?
- Ex. Which detail from the article or text best supports the answer?

DOK2: How can knowledge from the text be applied? These are mostly skill questions.

- Ex. Which two sentences best tell the main idea/theme?
- Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)

DOK3: How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?

- Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?
- Ex. How does the second paragraph support the ideas in the first paragraph?

DOK4: How can new insights be generated from a deep understanding of texts?
Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.
Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- Form and ask questions
- Locate details in text
- Determine the main idea of an informational text
- Recount key details
- Understand key words
- Understand academic and content-specific vocabulary

Responding to Text

- Read closely
- Understand text features and how they relate to the text
- Explain new learning

Producing Text

- Describe relationships
- Note taking
- Compare and contrast the points made in two different texts

Critiquing Text

- Determine relevant information
- Identify points the author is trying to make

G3 Common Core Bookmark

Core Learning Activities

1. Establish research clubs and determine topics and subtopicsto be researched.
2. Examine and recognize various nonfiction text structures (i.e., compare/contrast, cause/effect, etc.) and text features (heading, subheading, captions, etc.).
3. Read nonfiction to determine main idea, topic sentence, andsupporting details.
4. Distinguish between the two text structures: cause/effect and problem/solution.
5. Ask questions across multiple sources to form theories about a topic.
6. Use research skills to solve a real-world problem (i.e., how to build a better zoo).

Assessments

Pre Assessment (optional)
Formative: Written Test
Dogs
PreAssessment - Dogs.pdf
Post Assessment (optional)
Summative: Written Test
Ice Cream
PostAssessment - Ice Cream.pdf
Observation Assessments
Formative: Other oral assessments
1. Reading Logs
2. Conferring Notes
3. Teacher Observations
4. Student Work

Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Rubric.pdf

Resources

Professional & Student

Professional Resources:

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Research Clubs:Elephants, Penguins, and Frogs, Oh My! Units of Study for Teaching Reading Grade 3

The book is divided into three parts, or bends: *Researching A Topic, A Second Cycle of Research, and Synthesizing, Comparison, and Contrasting* with each part of the unit designed to strengthen research skills, synthesis, and learning to learn about a topic within and across topics.

Heinemann on-line resources:

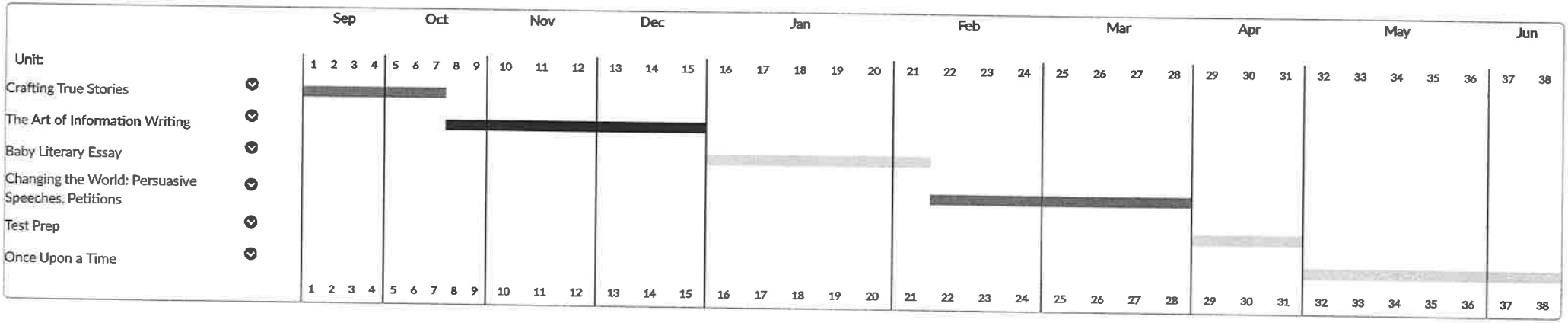
1. copy paste address http://www.heinemann.com

TeacherInstructions.pdf	2. login to your account 3. click my online resources 4. click Grade 3 Reading Units of Study **Texts Used** *Scholastic News* *readworks.org* *newsela* *Ladders* Mentor Texts - The Life Cycle of an Emperor Penguin by Bobbie Kalman and Robin Johnson; Penguins by Bobbie Kalman; The Penguin by Beatrice Fontanel
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Information Literacy • Critical Thinking • Spoken Communication • Written Performance	Interdisciplinary Connections See NGSS science units for other possible research topics.

Newtown Public Schools
Writing Grade 3

District Elementary > Grade 3 > English Language Arts > Writing Grade 3

Collaboration



Unit Planner: Crafting True Stories
Writing Grade 3

Thursday, April 11, 2019, 3:22PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 1 - Week 7

Last Updated: Wednesday, February 13, 2019 by Lina Silveira

Crafting True Stories

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Productivity

G3 Writing Unit 1 Web (1).pdf

Generalizations / Enduring Understandings

Understanding Text:

- Craft enhances narrative story elements.

Producing Text:

- Paragraph structure organizes ideas and leads to elaboration.

Responding to Text:

- Checklists and partner shares move drafts to publishing.

Critiquing Text:

- Reflection and revision improve clarity of a narrative story.

Conceptual Lens:

- Productivity generates volume and stamina as a writer.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What are narrative story elements? (F)
2. What is writer's craft? (F)
3. How do authors decide what craft to use in their writing? (P)

Producing Text:

1. What's the purpose of a writer's notebook? (C)
2. What is stamina? (F)
3. What tools help with independence and stamina? (C)
4. How do I use all I have learned about paragraphing, punctuation, and self-assessment to produce published texts? (C)

Responding To Text:

1. What is the purpose of checklists and partnerships? (C)
2. How can a partner help writers improve adraft? (C)
3. What are stages of the writing process? (F)

Critiquing Text:

1. How do mentor texts help strengthen narrative stories?(C)
2. What are conventions? (F)
3. Do writing conventions matter? (P)

Conceptual Lens:

	1. What is productivity? (F) 2. What is volume of writing?(F) 3. Do writing goals help writers stay on task? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. 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.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a. Choose words and phrases for effect.*

L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Critical Content:

Understanding Text:

- narrative tells a story
- who is telling the story

Producing Text:

- how to move from one event to another
- the characters' words to help explain what is happening in the story
- how to embed story elements in their narrative writing
- how to use dialogue within their story

Responding To Text:

Core Learning Activities

- Complete a narrative writing pre assessment: Best Personal Narrative.
- Personalize and establish a writer's notebook.
- *Follow the writing process:
  - Generating and collecting ideas
    - Collect ideas using a writer's notebook (people and places that matter).
  - Rehearsing ideas
    - Storytell in partnerships focusing on small moments/scenes.
    - Draft various leads for different stories.
  - Drafting
    - Develop the "heart of the story"/main event.
    - Craft dialogue, feelings,

- seek guidance from peers to help add language and ideas to writing

Critiquing Text:

- understand and use grammar and spelling conventions
- edit for word usage and word choice to help strengthen details
- revise sentences and/or paragraphs for clarity

See Skills Bookmark (Attached)
W.3.3, W.3.4, W.3.5, W.3.8, W.3.10
SL.3.1
L.3.3, L.3.3a,b
tcoe_bookmarks_grade_3.pdf

thoughts, actions, and word choice.
    - Study a mentor text to incorporate a "storytelling" voice.
- Revising
    - Organize stories in paragraphs by grouping related sentences.
    - Study a mentor text to experiment with author's craft in writing.
    - Work in partnerships to provide feedback about the draft.
    - Use checklist to determine areas to revise.
- Editing
    - With a partner or on your own,check final piece for third grade grammar and spellingconventions.
- Publishing
    - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students should go through the writing process at least two times throughout the unit.

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Narrative Writing Pre Assessment
Formative: Narrative Writing Assignment
Gr3PrePostNarrativeAug2016.pdf
Final Draft
Summative: Narrative Writing Assignment
Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions.

Resources

Professional & Student
Professional texts
Units of Study in Opinion, Information and Narrative Writing, Unit 1 Crafting True Stories

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Mentor Text: Come On, Rain! by Karen Hesse (Scholastic) Trade book pack

Exemplars
Student exemplar writer's notebook: Rebecca's notebook entry (Online resources Ses1)
Student exemplar possible endings: Jill tries out several endings (Online resources Ses18)

Suggested Texts To Help Teach Qualities of Good Writing
Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)
"Mr. Entwhistle" from Hey World, Here I Am! by Jean Little (Corus)
Journey by Patricia MacLachlan (Random House)

Grade 3 Websites and Web-tools used
http://www.kidsstoriesonline.com/

	http://www.storytimeafrica.com/ http://www.readandwritewithrebecca.com/Mentor-Texts.html Texts Used(fiction, non-fiction, on-line, media, etc...) See list of suggested mentor text on the Teachers College Reading and Writing site. www.readingandwritingproject.com G3NarrStudentChecklist.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: The Art of Information Writing
Writing Grade 3

Thursday, April 11, 2019, 3:23PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 8 - Week 15

Last Updated: Monday, February 25, 2019 by Patricia Vitarelli

The Art of Information Writing

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Development/Organization

Writing Unit 2 - The Art of Information Writing.pdf

Generalizations / Enduring Understandings

Understanding Text

1. Mentor texts provide examples of word choice, vocabulary, and nonfiction text structure.

Producing Text

1. Structure and elaboration shape the development of information writing.
2. Transitions move paragraphs from one idea/topic to another.

Responding to Text

1. Checklists and reflection set up writers for publication.
2. Interdependence prepares writers for audience.

Critiquing Text

1. Resources supply writers with facts, ideas, and accuracy on a topic.

Conceptual Lens

1. Topic and subtopics lead to organization of informational writing.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

1. What are the different nonfiction text structures? (F)
2. What are the different nonfiction text features? (F)
3. How can a mentor text improve writing? (C)

Producing Text

1a. What strategies help develop informational writing? (C)
1b. What makes an independent writer? (P)
1c. How can I use my informational writing skills to teach others? (C)
2a. How can I make my writing more clear? (C)
2b. What are transition words? (F)
2c. What helps connect paragraphs? (C)

Responding Text

1a. What is a checklist? (F)
1b. How can checklists and reflection help writers? (C)
1c. Why is reflection important?(P)
2a. Who is an audience? (C)
2b. How can partnership work to improve writing? (C)
2c. What is interdependence? (F)

Critiquing Text

1. What is a resource? (F)
2. What is accuracy? (F)
3. What is the difference between a fact and an idea? (C)

4. Why is using a resource important for informational writing? (C)

Conceptual Lens

1. What is the difference between a topic and subtopic? (F)
2. Why are topics and subtopics important in information writing? (C)
3. What text features lead to an organized informational piece? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

Key Ideas and Details

1. 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.

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

5. 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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?

- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Critical Content:

Understanding Text

- paragraph structure of informational writing
- the difference between facts and ideas
- key vocabulary (topic, subtopic, text features, structure, transitions, checklist, accuracy, cause/effect, pros/cons, compare/contrast, anecdote, vignette, stamina, audience, inquiry, topic-specific vocabulary)
- generate ideas

Producing Text

- the writing process
- grade-level appropriate grammar and writing conventions
- nonfiction writing techniques (elaboration, transitions, facts, text features, definitions, text structure, anecdotes, voice)

Responding To Text

- reader connections
- partnership etiquette
- meaning of self-reflection
- importance of independence
- the purpose of an audience

Critiquing Text

Core Learning Activities

- Complete an informationwriting pre assessment.
- *Follow the writing process:
  - Generating and collecting ideas
    - Generate a list of topics about which you are an expert.
- Drafting
  - Organize and reorganize piece using different information writing structures (cause/effect, problem/solution, pros/cons, compare/contrast, etc.).
  - Study mentor text for introductions, elaboration, organization techniques, and conclusions.
  - Incorporate text features to elaborate writing.
- Revising
  - Research topic for facts, details, and content specific vocabulary using print and digital sources.
  - Paraphrase information from resources about topic
  - Use checklist to get feedback and determine areas to revise.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

- how to analyze a mentor text
- how to utilize a resource to improve writing
- writers' voice vs. readers' voice

Words For This Unit and Two Tier Words:
Informational
Organize
Structure
Cohesion
Chronological
Cause/Effect
Problem/Solution
Pro/Con
Cite

See Skills Bookmark (Attached)
W.3.2.a, b, W.3.4, W.3.5, W.3.10
RI.3.1, RI.3.5, RI.3.7, RI.3.8
SL.3.1, SL.3.3, SL.3.6
L.3.2.e,f,g, L.3.6
tcoe_bookmarks_grade_3.pdf

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***

Final Drafts
Summative: Expository Essay
Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions.
Information Pre Assessment
Formative: Expository Essay
Provide students with an opportunity to independently, plan, edit and revise a piece.
Information Post Assessment
Summative: Expository Essay
Provide students with an opportunity to independently, plan, edit and revise a piece.
Post Info Checklist - Owls.pdf
Gr3PostInfoOwlsTeacherDirections.pdf
G3 Post Info Snowy Owls.pdf
G3 Post Info Owl Prowl.pdf
Gr3PreInfoDirections.pdf
G3InfoStudentChecklist.pdf
Article1InfoG3 - Dogs at Work.pdf
Article2Info - Dr. Dog.pdf

Resources

Professional & Student
Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

The Art of Information Writing - Units of Study in Opinion, Information, and Narrative Writing, Grade 3

Mentor Texts
Deadliest Animals by Melissa Stewart (National Geographic) Trade book pack
VIP Pass to a Pro Baseball Game Day by Clay Latimer (Sports Illustrated for Kids)

Information Texts
Cats vs. Dogs by Elizabeth Carney (National Geographic)
Fashion Design: The Art of Style by Jen Jones (Capstone)
Great Migrations: Amazing Animal Journeys by Laura Marsh (National Geographic)
Plants Bite Back! by Richard Platt (DK Publishing)
Tomatoes Grow on a Vine (How Fruits and Vegetables Grow) by Mari Schuh (Capstone) **Texts for Struggling Students**
Let's Talk Tae Kwon Do by Laine Falk (Scholastic)
Going to a Restaurant by Melinda Beth Radabaugh (Capstone)

Great Non-Fiction Writers (voice, zeal, wonder)
Rachel Carson, Clifford Geertz, John Muir

Heinemann on-line resources:

	1. copy paste address http://www.heinemann.com 2. login to your account 3. click my online resources 4. click Grade 3 Writing Units of Study INFO Checklist_G3.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 3 Science/Social Studies Curricula

Unit Planner: Baby Literary Essay Writing Grade 3

Thursday, April 11, 2019, 3:25PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 16 - Week 21

Last Updated: Wednesday, February 13, 2019 by Lina Silveira

Baby Literary Essay

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Thesis

G3 Writing Unit 3 Web.pdf

Generalizations / Enduring Understandings

Understanding Text:

1. Close reading enhances the understanding of character traits, character change and lessons in text.

Producing Text:

1. A reader's opinion/claim is validated by the use of text evidence.

Responding to Text:

1. Partnerships and rehearsing drafts cultivate questioning about ideas.

Critiquing Text:

1. Analysis of character development uncovers theme/lessons in text.

Conceptual Lens:

1. Evidence and details from text strengthen a thesis.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text:

1. What is close reading? (F)
2. Does close reading enhance the understanding of character? (P)
3. How are lessons in text revealed? (C)

Producing Text:

1. What is an opinion/claim? (F)
2. What does validate mean? (F)
3. How does a writer validate a claim? (C)

Responding to Text:

1. Why do writers develop partnerships? (C)
2. Why is questioning text important to writing about text? (C)
3. How does rehearsing drafts improve ideas (C)
4. What is rehearsing? (F)

Critiquing Text:

1. What is analysis? (F)
2. What is a theme/lesson? (F)
3. How does character development uncover theme/lesson? (C)

Conceptual Lens:

1. What is a thesis? (F)
2. How do evidence and details strengthen a thesis? (C)

	3. How do writers develop a thesis? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d. Provide a concluding statement or section.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1b. Form and use regular and irregular plural nouns.

L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1i. Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2c. Use commas and quotation marks in dialogue.

L.3.2d. Form and use possessives.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
3. 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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a. Choose words and phrases for effect.*

L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?

- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- State an opinion about the topic
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing
- Understand writing purposes such as: writing to persuade, to inform, to entertain

Producing Text

- Organize thoughts and ideas
- Ask adults for help in revising or editing
- Revise sentences and/or paragraphs for clarity
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity
- Understand why you are writing
- Understand for whom you are writing
- Know how to organize information
- Understand how to sort information by categories
- Understand how to summarize information

Responding to Text

- Talk to a partner about your topic
- Understand for whom you are writing
- Know how to work together
- Seek guidance from peers to help add language and ideas to writing

Critiquing Text

- Know how to conclude different types of writings
- Provide a concluding statement or section

Core Learning Activities

- Complete an opinion writing pre assessment.
- *Follow the writing process:
  - Generate and collect ideas about character traits and themes in stories to develop a thesis/claim.
  - Orally rehearse ideas about character traits and themes.
- Drafting:
  - Develop multiple thesis statements about a character's traits, lessons, and/or changesfrom a mentor text.
  - Support thesis statements with evidence from an entire text.
  - Work in groups/clubs/partnerships around a shared text.
  - Develop essays that include an introduction, thesis statement, supporting evidence, and conclusion.
- Revising:
  - In partnerships, use checklist to reflect on, andanalyze essays.
  - Use transition words and phrases to lead into evidence.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

- Select appropriate writing topics
- Recognize the purpose for writing

Conceptual Lens
CCSS Bookmarks

Assessments

Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Continuum
Summative: Self Assessment
Students will self assess their work against expectations from the *Opinion Writing Continuum* and Opinion Checklist.
LearningProg_Opinion.pdf
Checklist_OP_G3.pdf

Resources

Professional & Student
Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Baby Literary Essay Edoc **Teachers College Reading and Writing Project Writing Curriculum Calendar**

Mentor Texts: *Those Shoes* by Maribeth Boets, *Mr. Lincoln's Way* by Patricia Polacco,

Text Handouts: *Spaghetti* by Cynthia Rylant, *Boar Out There* by Cynthia Rylant, *The Marble Champ* by Gary Soto, *Fly Away Home* by Eve Bunting *Birthday Box* by Jane Yolen

Text Handouts.pdf
W 3.4 Baby Literary Essay If...Then....pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Unit Planner: Changing the World: Persuasive Speeches, Petitions
Writing Grade 3

Thursday, April 11, 2019, 3:26PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 22 - Week 28

Last Updated: Thursday, March 28, 2019 by Lina Silveira

Changing the World: Persuasive Speeches, Petitions

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Persuasion

G3 Writing Unit 3 Web.pdf

Generalizations / Enduring Understandings

Understanding Text

Writers gather evidence to strengthen persuasive text.

Producing Text

Writers consider audience to convey a message with clarity.

Responding to Text

Using references to tackle a cause promotes activism.

Critiquing Text

Writers self-assess and evaluate the relevance of ideas to persuade others.

Conceptual Lens

Opinion pieces with text-based evidence persuade others to bring about change.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

What is evidence? (F)
What type of evidence strengthens a persuasive text? (F)
What makes a strong persuasive text? (C)

Producing Text

How can I draft and revise persuasive pieces to convince my audience? (C)
Does writing for a specific audience impact my argument? (P)
What is a message/claim/thesis? (F)

Responding to Text

What is activism? (F)
What are different types of references? (F)
How can I use references to promote activism? (C)

Critiquing Text

How can I reflect on my writing? (C)
What is a relevant detail? (F)
How do I determine between a relevant and irrelevant idea? (C)

Conceptual Lens

How can I work with a group to learn to incorporate text-based evidence into opinion pieces that aim to make a difference in the world? (C)
Can my message convince others to believe in a cause? (P)
How can I make my audience care about my cause? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1d. Provide a concluding statement or section.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.3.7. Conduct short research projects that build knowledge about a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.

- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- Choose a topic
- State an opinion about the topic
- Know common organizational structures such as: cause/effect, chronological/sequential order, problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing
- Understand writing purposes such as: writing to persuade, to inform, to entertain

Producing Text

- Organize thoughts and ideas
- Ask adults for help in revising or editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity
- Understand why you are writing
- Understand for whom you are writing
- Know how to organize information
- Understand how to sort information by categories

Responding to Text

- Understand how to use reference materials such as: magazines, articles, search engines or databases

Critiquing Text

- Know how to conclude different types of writings
- Provide a concluding statement or section

Conceptual Lens

CCSS Bookmarks

Core Learning Activities

This unit may include persuasive speeches, letters, and petitions.

- Complete an opinion writing pre-assessment.
- *Follow the writing process:
  - Generate and collect ideas on topics or issues about which you know and feel strongly.
  - Develop a thesis to state your opinion.
  - Gather facts/details about your topic/issue.
  - Orally rehearse reasons/evidence to support your opinion/thesis, making sure to consider your audience.
- Drafting:
  - Develop multiple quick drafts in writer's notebook.
  - Develop essays that include an introduction which states a claim/thesis statement, reasons with examples,and a conclusion.
- Revising:
  - In partnerships, use checklist to reflect on, and analyze essays.
  - Revise introductions and conclusions in a way that makes your audience care.
  - Use transition words and phrases to connect opinion and reasons.
- Editing
  - With a partner, or on your own, check final piece for third grade grammar, high frequency words, and spelling conventions.
- Publishing
  - Final draft may or may not be typed.
  - Optional presentation format may include speech, letter or essay.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Conferring

Formative: Other oral assessments

The teacher will observe and/or interview, researching

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn

especially to understand what the writer can do, and cannot yet do, and to understand the new work that a writer is attempting to do, and the challenges the writer is confronting. **Opinion Pre-Assessment** **Formative: Other written assessments** Provide students with an opportunity to independently, plan, edit and revise a piece. Pre Directions.pdf Student Checklist.pdf Goodbye Recess Article.pdf RecessAtRisk Article.pdf **Post On Demand** **Summative: Other written assessments** Provide students with an opportunity to independently, plan, edit and revise a piece. PostOpinionMusicDirections.pdf Student Checklist - music.pdf Gr 3 Rubrics Aug 2016 - Third Grade Opinion (1).pdf Post Opinion Music Articles.pdf	Erickson, Lois A. Lanning, and Rachel French **Designing a Concept-Based Curriculum for English Language Arts** by Lois Lanning ***Changing the World, Persuasive Speeches, Petitions, and Editorials Unit 3 Opinion*** **Mentor Texts** Teacher demonstration Texts from online resources/CDRom
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 3 Science/SocialStudies curriculum for topics.

Unit Planner: Test Prep
Writing Grade 3

Thursday, April 11, 2019, 3:27PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 29 - Week 31

Last Updated: Wednesday, August 1, 2018
by Patricia Vitarelli

Test Prep

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Confidence

*This is not a concept based unit but part of the third grade curriculum map.

Generalizations / Enduring Understandings

Students will be able to:

- Write to a prompt efficiently and accurately
- Make a claim and support that claim with textual evidence
- Write essays in a variety of forms
- Draft, revise and edit essays quickly

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. How do I write an essay that is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3c. Use temporal words and phrases to signal event order.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

A major goal of this unit will be to help students learn to read more demanding texts, more quickly, and then write in response to prompted questions. There is a large emphasis on writing from sources, and on teaching students not only to write quick responses with fluency, paragraphs, transitions and elaboration, but on using specific, detailed evidence from texts to support their answers.

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Editing & Revising
- Writing about reading (developing ideas, supporting them with evidence, and so on).
- Finding details to prove what they are trying to say
- Writing process

Core Learning Activities

Week 1: Introduction to Short Response Writing
Week 2: Studying and Practicing Extended Response Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model

Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:

Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.

Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.

Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!

Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.

Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon

See Attached Unit
Test Prep Unit Writing Grade 3.pdf
Test Prep_ Writing Menu.pdf
Punctuation Game.pdf

	Writing Menu Resources.pdf
Assessments	Resources *Professional & Student* **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 3** **Common Core Practice Writing to Texts Grade 3 -** Newmark Learning
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Once Upon a Time
Writing Grade 3

Thursday, April 11, 2019, 3:29PM

District Elementary > 2018-2019 > Grade 3 > English Language Arts > Writing Grade 3 > Week 32 - Week 38

Last Updated: Monday, February 25, 2019 by Lina Silveira

Once Upon a Time

McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Story Telling

G3 Writing Fairy Tales Web.pdf

Generalizations / Enduring Understandings

Understanding Text

- The structure of a fairy tale is composed of elements (power of three, repetition, magic, lesson/moral, word choice, motivation).

Producing Text

- Figurative Language, balanced with action and dialogue, strengthens voice in a fairy tale.

Responding to Text

- Writers reflect upon their processes and strategies to determine goals.

Critiquing Text

- Writers analyze mentor texts to create a version of a fairy tale.

Conceptual Lens

- Story telling with drama, action, and language captures the hearts and minds of the audience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

- What is a fairy tale? (F)
- What are the elements of a fairy tale? (F)
- What is the purpose of a fairy tale? (C)

Producing Text

- What are the different types of figurative language? (F)
- How does figurative language enhance a fairy tale? (C)
- How does action and dialogue impact the arc of the story? (C)

Responding to Text

- How do writers determine goals? (C)
- Why are goals important? (C)
- What are writing processes and strategies? (F)

Critiquing Text

- Why is it important for writers to use mentor text? (C)
- What does analyze mean? (F)
- How does comparing different versions of fairy tales help writers develop an adapted fairy tale? (C)

Conceptual Lens

	• Does story telling capture the hearts and minds of an audience? (P) • What is drama? (F) • How can I write a fairy tale that captures the audience? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

W.3.3d. Provide a sense of closure.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in

particular sentences.

L.3.1b. Form and use regular and irregular plural nouns.

L.3.1c. Use abstract nouns (e.g., childhood).

L.3.1d. Form and use regular and irregular verbs.

L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*

L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.1h. Use coordinating and subordinating conjunctions.

L.3.1i. Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2c. Use commas and quotation marks in dialogue.

L.3.2d. Form and use possessives.

L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
3. 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.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a. Choose words and phrases for effect.*

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- understand elements of a fairy tale
- understand who is telling the story
- understand what an adaptive fairy tale is
- understand the difference between a classic tale and adaptive tale

Producing Text

- incorporate voice and figurative language
- understand writing purposes such as to entertain
- know how to organize ideas

Responding to Text

- seek guidance from peers to help add language and ideas to writing

Critiquing Text

- analyze various traditional and adapted fairy tales
- identify elements to adapt
- revise for clarity

See Skills Bookmark (Attached)
W.3.3, W.3.4, W.3.5, SL.3.2, L.3.1, L.3.2
CCSS Bookmarks

Core Learning Activities

Study several versions of classic fairy tales to familiarize themselves with the story structure and characteristics of a fairy tale.

*Follow the writing process:

- Generating and collecting ideas
  - Retell a classic fairy tale to become a fairy tale writer.
  - Notice a story line.
- Rehearsing ideas
  - Choose a part of a classic fairy tale to adapt (character/events/motivations/setting).
  - Orally rehearse how the rest of the tale would go based on the adaptation.
  - Story-tell or act out scenes
- Drafting
  - Draft a version of an adapted fairy tale using a mentor text.
  - Tell the story in two or three scenes.
  - Write an ending that solves the character's problem.
  - Use narration to link your scenes together.
- Revising
  - Add small actions, gestures, and interactions into your scenes.
  - Balance narration, description, and dialogue.
  - Revise for language (figurative language).
  - Work in partnerships to provide feedback about the draft.
- Editing
  - With a partner or on your own, check final piece for specific vocabulary, sentence variety,third grade grammar and spelling conventions.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

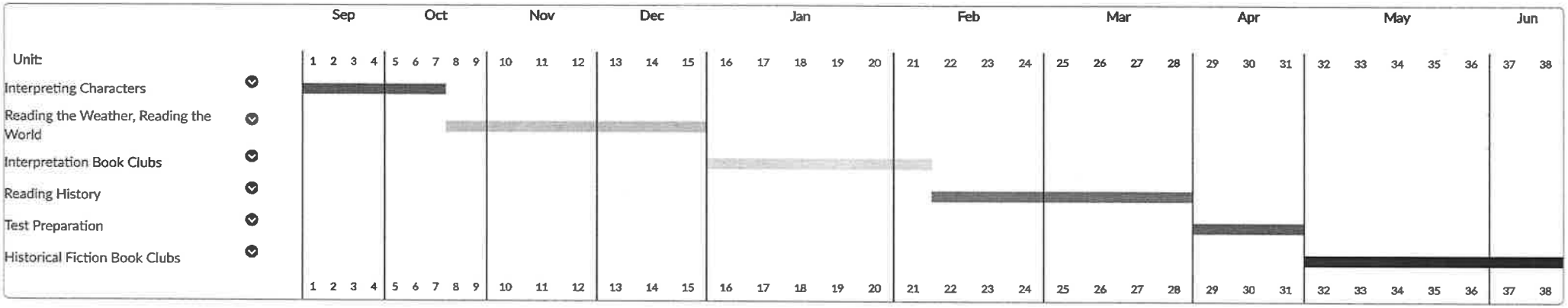
	*Students will adapt one fairy tale and also produce other pieces that fit the structure of narrative writing (personal narrative, fantasy, memoir).
Assessments **Conferring** **Formative: Other oral assessments** In a writing conference, the teacher observes and/ or interviews, researching especially to understand what the writer can do, can almost do, and cannot yet do, and to understand the new work that a writer is attempting to do, as well as the challenges the writer is confronting. 1. The teacher approaches a conference, already recalling what he or she knows about the student as a writer. The teacher may look back on notes from previous conferences, small group work, and assessments, and/or may watch for a bit to notice patterns in what the writer is already engaged in doing. 2. The teacher may begin by saying to the writer what he or she has already noticed, asking the writer to say more about that or the teacher may begin by recalling the last conversation held with the writer. Or, the teacher may begin simply by asking the writer about his or her work as a writer. 3. The writer talks. The teacher uses gestures, follow-up questions, and active-listening to coax the writer to say more, to elaborate, and to provide examples.The teacher develops a tentative theory about the student as a writer and about the new work the student is doing and could be doing. Based on this, the teacher decides what he or she could complement and could teach the writer. 4. The teacher compliments the writer, making sure to name what the writer is doing well in such a way that the writer transfers that to other days, other writing pieces. 5. The teacher then sets the writer up to work towards a new goal. The teacher makes the goal as concrete, specific, and alluring as possible, showing the writer the specific strategies he or she could use in order to make progress towards this new goal. The writer may get started working towards the new goal, with the teacher coaching into this work. The teacher assures the writer of future follow-up work. **Final Drafts** **Summative: Narrative Writing Assignment** Students will turn in their final drafts of narrative writing with packet that includes their initial drafts and revisions. **Post On Demand** **Summative: Narrative Writing Assignment** Provide students with an opportunity to independently, plan, edit and revise a piece. Gr 3 Rubrics Aug 2016 - Third Grade Narrative (1).pdf Gr3Pre&PostNarrativeSept2017.pdf Narrative Checklist.pdf	Resources *Professional & Student* **Concept-Based Curriculum and Instruction for the Thinking Classroom** Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French **Designing a Concept-Based Curriculum for English Language Arts** by Lois Lanning ***Once Upon a Time: Adapting and Writing Fairy Tales - Unit 4 Narrative*** **Mentor Texts** *Prince Cinders* by Babette Cole *How to Write a Fairy Tale* by Cecilia Minden and Kate Roth Fairy Tales: *Little Red Riding Hood, The Three Billy Goats Gruff, Cinderella, The Three Little Pigs*, Goldilocks and the Three Bears, etc. Adapted Fairy Tales: *Cinder-elly, Cinder Ellen: A Wild Western Cinderella, CinderEdna, Cindy Ellen, The True Story of the Three Little Pigs, The Stinky Cheese Man and Other Fairly Stupid Tales, Ninja Red Riding Hood, The Three LIttle Fish adn the Big Bad Shark, The Three Little Wolves and the Big Bad Pig* Pioneer Valley Classic Fairy Tale Sets
Student Learning Expectation & 21st Century	Interdisciplinary Connections Habits of Mind: Perseverance, Determination, Bravery,

Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Courage, etc. Inter/Intra Relationships

Newtown Public Schools
Reading Grade 4

District Elementary > Grade 4 > English Language Arts > Reading Grade 4

Collaboration



Unit Planner: Interpreting Characters Reading Grade 4

Thursday, April 11, 2019, 3:32PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 1 - Week 7

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Interpreting Characters

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Characterization

Web Unit 1 Reading Gr 4.docx

Generalizations / Enduring Understandings

Understanding:
Strategic readers pay attention to the actions, dialogue and point of view of the characters in order to make inferences about the characters in the text.

Responding:
Readers share solid ideas and perspectives about characters and books supported by text evidence.

Producing:
Readers think deeply about characters in a story as a result of the conflict authors create through word choice and voice.

Critiquing:
Readers grow ideas about a character by noticing author's craft; calling attention to the character's traits (feelings, obstacles and motivations).

Lens:
Characterization and story elements impact the understanding of a character's journey.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is an inference? (F)
- What clues do readers use to make inferences? (F)
- Why do inferences sometimes change? (C)
- Do all clues lead to the same inference? (P)
- What evidence led you to like or dislike the character? Why or Why not? (C)
- How do differences in characters' points of view make a story more interesting? (C)
- Why might the character act like this? (P)

Responding:

- What are character traits? (F)
- What are the traits of the main character in this story? (F)
- How does the evidence in the text support what you know about the main character? (C)
- Can a character trait be both good and bad? (P)
- What evidence does the author use to support the points being made in the text? (F)

Producing:

- What is the author's purpose in writing the story? (F)
- How can you use character traits in your writing to describe a character? (C)
- Do characters always change in a story? Cite evidence from different books? (F)
- Do all characters have to be believable? (P)
- Do you share the view of the author? Why or why not? (C)

	Critiquing: • How might characters change from the beginning to the end of the story? (C) • How do authors make characters more believable? (C) • How might the outcome of the story change if the characters had a different relationship? (P) • What are some of the obstacles that have been getting in the way? (F) • How do characters respond to obstacles? (C) • What caused you to think or believe that? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

Key Ideas and Details

1. 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.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4. 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.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. 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.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Speaking and Listening

Comprehension and Collaboration

1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. 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.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Summarize
- Make Inferences
- Identify Story Elements
- Identify and Describe a Character
- Set a Purpose for Reading
- Self-Monitor

Responding to Text:

- Examine the Events, Setting and Role of the Characters in a Story
- Analyze Details, Reasons and Events

Producing Text:

- Describe or Sequence Events in a Story
- Notice Patterns, Repetitions and Symbols

Critiquing Text:

- Determine Theme or Message
- Compare and Contrast the Point of View from Which Different Stories are Narrated

Core Learning Activities

1. Read within-reach books (Just Right).
2. Set and modify reading goals.
3. Track progress of reading (volume and stamina).
4. Develop partnerships.
5. Employ reading strategies to understand text (i.e.,retelling, questioning, predicting, visualizing, analyzing and synthesizing,etc.).
6. Analyze character traits to develop theories about characters.
7. Critique and defend ideas using evidence from the text.
8. Identify the theme of a text.

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

Assessments

Running Record
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Response
- Writing Portfolios
- Teacher Observations
- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Students Oral Responses
- One-on-one Conferring
- Evaluation of assigned work
- Teacher Observations

Pre/Post Unit Assessment (optional)
Summative: Written Test

See attached pre/post assessments.

PDF Pre Assessment Teacher Instructions.pdf
PDF G4B1_PreAssessment (1).pdf
PDF G4B1_PreAssess_SampleResponses.pdf
PDF G4B1_PreAssessmentRubric (1).pdf
G4B1_PostAssess_SampleResponses (1) (1) (1).pdf
PDF G4B1_PostAssessment (1).pdf
PDF G4B1_PostAssessRubric.pdf
PDF LP_NARR_G2_G4 (1).pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Interpreting Characters: The Heart of the Story from Units of Study for Teaching Reading, Grade 4 by Lucy Calkins and Kathleen Tolan
The book is divided into three parts or bends: *Establishing a Reading Life, Thinking Deeply About Characters, Building Interpretations.*

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Reading Units of Study**

TCRWP - Running Records Resource
http://readingandwritingproject.org/resources/assessments/running-records

Close Readings of Suggested Text:
The Tiger Rising by Kate DiCamillo
Storyworks Magazine by Scholastic
Texts Used(fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Folktales, myths, etc.
Suggested Poems
Above the Bright Blue Sky" by Albert Midlane
"A Light Exists in Spring" by Emily Dickinson
"All Things Bright and Beautiful" by Cecil Frances Alexander
"The Father's Vineyard" by Anonymous
"Ferry Me Across the Water" by Christina Rossetti
"The Story of Fidgety Philip" by Heinrich Hoffman
PDF Grade 4 Reading - Mentor Text List.pdf

Student Learning Expectation &

Interdisciplinary Connections

21st Century Skills	
Information Literacy Critical Thinking Spoken Communication Written Performance	

Unit Planner: Reading the Weather, Reading the World
Reading Grade 4

Thursday, April 11, 2019 3:33PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 8 - Week 15

Last Updated: Wednesday, February 6, 2019 by Lina Silveira

Reading the Weather, Reading the World

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Structure

Unit 2 Reading Web (1).docx

Generalizations / Enduring Understandings

Understanding:
Strategic readers use key ideas and details and text features to draw conclusions and to determine author's purpose.

Responding:
Readers synthesize and analyze information from texts to construct a summary.

Producing:
Readers interpret word choice and author's voice across multiple sources.

Critiquing:
Readers evaluate sources and develop ideas/opinions by examining author's craft and techniques.

Lens:
Readers read closely to determine the main idea/details to determine the structure of the text.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is an informational text? (F)
- What is the author's purpose of the piece?(F)
- How is the text organized? (C)
- Which details of the text lead you to that conclusion? (C)
- How did the organization of the text help you to understand the topic? (C)

Responding:

- Why did the author introduce the text in this way? (C)
- How does the author support the idea that _____? (F)
- What is the main idea of the text? (F)
- Which statement from the passage best supports the idea that_____? (F)
- How did your research change your point of view about this topic? (P)

Producing:

- What is the writer's attitude toward the subject? (C)
- Cite evidence from different books. (F)
- What does the word/phrase ____ mean? (F)
- Why do you think the authors describe the events or experiences differently? (C)
- Why do you think the author used this

word/phrase ____ to describe ____? (P)

Critiquing:

- Where in the text does the Author use facts to support what he/she has written? (F)
- How can you determine if informational text is credible? (P)
- How can I apply what I know about reading literature to the job of reading literary nonfiction? (C)
- Compare the information from multiple sources. What are the similarities/differences in how the information is presented? (P)
- How can I authenticate and evaluate informational sources to determine its relevance and trustworthiness? (P)
- Who would value this information? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Informational Text

Key Ideas and Details

1. 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.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. 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.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Foundational Skills

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

Comprehension and Collaboration

1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development

of main ideas or themes.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Make Inferences
- Identify Text Features
- Know that Organizational Structures are used to Convey Information
- Set a Purpose for Reading
- Self-Monitor
- Identify Main Idea
- Determine Key Details

Responding to Text:

- Explain How the Main Idea is Supported by Key Details
- Use Key Details and the Main Idea to Summarize
- Able to Organize Thoughts to Focus on Topic

Producing Text:

- Analyze the Reasons and Evidence that the Author uses to Support the Points in a Text
- Know how to use Reference Materials
- Use Organizers or Thinking Maps to Move through the Research Project
- Understand how to Cite Sources

Critiquing Text:

- Know that some Information is written telling Causes and Effects of those Causes, Events, Ideas, or Concepts
- Know that some Information is written telling about Problems Caused by Ideas, Concepts, or Events, and the Solutions to those Problems
- Recognize which Details are Significant in the Text

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.

tcoe_bookmarks_grade_4 (2).pdf

Core Learning Activities

1. Determine importance of nonfiction text based on the structure (i.e.,compare/contrast, cause and effect, sequential order, time line, etc.)
2. **Summarize topics utilizing key ideas and details.**
3. Locate and synthesize information about a topicacross multiple texts.
4. Determine credibility of sources.
5. Research and present key information about a topic.

Assessments

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Response
- Writing Portfolios
- Teacher Observations

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Running Records (See Unit 1 for Description)
- Students Oral Responses
- One-on-one Conferring
- Evaluation of assigned work
- Teacher Observations

Pre/Post Unit Assessment (optional)
Summative: Written Test

See Attached Pre/Post Assessements

G4B2_TeacherInstructions.pdf
G4B2_PreAssessment.pdf
G4B2_PreAssess_SampleResponses.pdf
G4B2_Rubric.pdf
G4B2_PostAssessment.pdf
G4B2_PostAssessRubric.pdf
G4B2_PostAssess_SampleResponses.pdf
LP_INFO_G2_G4.pdf

Reading the Weather, Reading the World from Units of Study for Teaching Reading, Grade 4: by Lucy Calkins, Emily Butler Smith, Mike Ochs
The book is divided into three parts or bends: *Learning from Texts, Launching a Whole-Class Research Project, Tackling a Second Research Project with More Agency and Power.*

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Reading Units of Study**

Suggested Texts:
National Geographic Kids - Everything Weather By Kathy Furgang

- Magazines including: Cobblestone, Scholastic News, Sports Illustrated for Kids, ASK, National Geographic for Kids, Discover Kids, and Time for Kids
- Texts Used (non-fiction, on-line, media, etc...)
- On the TCRWP website, we've included a leveled bibliography of informational and narrative nonfiction texts.
- Close Readings of Suggested Text:
- Wolves by Seymour Simon
- Face to Face with Wolves by Jim and Judy Brandenburg
- Hurricanes and Tornadoes by Gail Gibbons
- Non-Fictional text on the students levels.
- Discoveryeducation.com (streaming video)

Storyworks Magazine by Scholastic
Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Suggested Poems

- Readworks.com

Grade 4 Reading - Mentor Text List.pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See NGSS science units for other possible research topics.

Unit Planner: Interpretation Book Clubs
Reading Grade 4

Thursday, April 11, 2019 3:45PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 16 - Week 21

Last Updated: Monday, February 11, 2019 by Lina Silveira

Interpretation Book Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Theme

Interpretation Book Clubs Unit3Web.docx

Generalizations / Enduring Understandings

Understanding:
Reading Clubs Consider the Development of Characters Through Social Issues to Identify Author's Message.

Responding:
Reading Clubs Reflect on Character Emotions/Actions and Interpret the Theme.

Producing:
Reading Clubs Examine Author's Craft to Understand That Precise Words and Phrases Often Have Literal and Figurative Meanings.

Critiquing:
Reading Clubs Determine Theme by Analyzing Various Viewpoints Through Text Comparisons.

Lens:
Readers Use Interpretation Skills to Recognize Themes that Thread Through a Text or Across Many Texts.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:

- What is a theme? (F)
- Who is telling the story? (F)
- How has the author set up relationships to help show themes? (P)
- How do social issues change the development of characters from the beginning to the end to the story? (C)
- Do you agree/disagree with the message of the author? Why or why not? (P)
- What evidence does the author use to support the points being made in the text? (F)

Responding:

- How do a character's conflicts influence the message of a story? (C)
- How do characters respond to obstacles? (C)
- What caused you to think or believe _____? (C)
- Why might the character act like this? (C)
- How did the character's actions help determine/support the theme? (C)
- How do characters' choices help show themes? (C)

Producing:

- What is the author's purpose in writing the story? (F)
- What is the purpose of writing with figurative words or phrases? (F)
- What is the literal meaning of this sentence? (C)
- What strategies have you tried to help you figure out what this word means? (F)

	• How has the author used language to help show themes? (C) **Critiquing:** • What is a viewpoint? (F) • Can different viewpoints effect theme development? (P) • How can I read with the lens of looking for themes, learning to spot places in a text where the theme shines through? (C) • How can I look at how different authors approach the same theme? (C) • What is the theme of this text? (C) • How is this theme similar to other stories we have read? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

Key Ideas and Details

1. 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.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4. 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.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. 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.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the

grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration

1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016

webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Notice Patterns, Repetitions and Symbols
- Author's Message/Theme
- Identify and Describe a Character
- Understand Figurative Language

Responding to Text:

- Interpret Character Feelings/Actions
- Reflections
- Analyze Details, Reasons and Events
- Collaborate

Producing Text:

- Understand Multiple Meanings of Words
- Examine Author's Craft
- Produce Oral Written Responses to Text

Critiquing Text:

- Determine Theme or Message
- Synthesizing Themes Across Texts

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (1).pdf

Core Learning Activities

1. Identify and discuss themes and lessons learned in familiar texts.
2. Compare and contrast themes across texts.
3. Analyze how different authors approach the same theme.

Fourth Grade Reading Unit 05 - 07 - Interpretation Text Sets.pdf

Assessments

Progress Monitoring
Formative: Other written assessments

- Reading Logs
- Student Written Responses
- Writing Portfolios
- Journals/Notebooks

Progress Monitoring
Formative: Other oral assessments

- Student's Oral Responses
- One-on-One Conferring

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Interpretation Book Clubs - Teachers College Reading and Writing Project, Reading Curricular Calendar Gr 4, 2014-2015, E Doc

Heinemann on-line resources:

http://www.heinemann.com

• Group Conferring • Evaluation of Assigned Work • Teacher Observations **Running Record** **Formative: Other oral assessments** 1. Observe accuracy/rate (fluency), and comprehension during the reading. 2. Code reading behaviors. 3. Document progress over time. 4. Plan teaching strategies for small group instruction.	1. **copy paste address** 2. **login to your account** 3. **click my online resources** 4. **click Grade 4 Reading Units of Study** TCRWP - Running Records Resource **http://readingandwritingproject.org/resources/assessments/running-records** **Close Readings of Suggested Texts:** **Because of Winn-Dixie** by Kate DiCamillo **Bud, Not Buddy** by Christopher Paul Curtis **Love That Dog** by Sharon Creech **"Stray" from Every Living Thing** by Cynthia Rylant **Bridge to Terabithia** by Katherine Paterson **Storyworks Magazine** by Scholastic Texts Used(fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. Conversations Grow Gr4.pdf G3B3_WhatShouldWeThink_CH.pdf Talk together Chart Gr4.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Reading History
Reading Grade 4

Thursday, April 11, 2019, 3:47PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 22 - Week 28

Last Updated: Monday, February 11, 2019 by Lina Silveira

Reading History

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Research

ReadingHistory Unit3Web (1).docx

Generalizations / Enduring Understandings

Understanding Text

Readers identify point of view, determine main idea and analyze text structure to research history.

Responding to Text

Through note-taking, readers paraphrase key text evidence to support multiple perspectives.

Producing

Readers examine word choice and author's voice across multiple sources.

Critiquing

Readers evaluate primary and secondary sources and develop ideas/opinions.

Lens:

Readers conduct research to build knowledge through investigation of different aspects of a topic.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding Text

How is this text organized? (F)
What is the main idea? (F)
What are the details from the text to support your thinking? (C)
What is a Historian/Researcher? (F)
How does the text structure support the author's point of view? (P)

Responding to Text

Why do you think authors describe events/experiences differently? (C)
Compare the account two people are giving. What are the differences in how they tell the events? (F)
What evidence did one author include that another did not that is necessary to your research? (C)
From whose perspective is this piece written? (F)
Who would value this information? (P)

Producing

What is the author's attitude toward the topic? (C)
What does the word/phrase_____mean? (F)
Why do you think the authors described the events or experiences differently? (C)
Why do you think the author used this word/phrase_____ to describe_____? (P)

Critiquing

How did your research change your opinion about the topic? (P)
Why is it necessary to use multiple sources when researching? (P)
How do you determine if your sources are credible? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Informational Text

Key Ideas and Details

1. 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.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. 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.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration

1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a. 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.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources,*

project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text

- Determine which detail(s) are Key to the Text
- Draw Inferences
- Identify Main Idea and Subtopics
- Identify Text Structure to Understand How Information is Being Conveyed
- Name Point of View

Responding

- Paraphrasing
- Summarize Text
- Citing Specific Examples and Details
- Know the Difference Between Evidence and Reasons

Producing

- Synthesize the Information to Meet the Purpose for Writing or Speaking

Critiquing

- Compare/Contrast
- Difference Between Primary and Secondary Sources

tcoe_bookmarks_grade_4.pdf

Core Learning Activities

1. Identify nonfiction text structures in order to organize information.
2. Record information through note taking.
3. Synthesize information about one topic across several text formats.
4. Identify the perspective from which a text is written.
5. Identify the difference between primary and secondary sources.
6. Determine the big lesson learned from the past and how it is relevant to present day.

Assessments

Pre-assessment (optional)
Formative: Other written assessments
G4B3_PreAssessment.pdf
G4B3_TeacherInstructions.pdf
G4B3_PreAssess_SampleResponses.pdf
G4B3_Rubric.pdf
Post assessment (optional)
Summative: Other written assessments
G4B3_TeacherInstructions.pdf
G4B3_PostAssessment.pdf
G4B3_PostAssess_SampleResponses.pdf
G4B3_Rubric.pdf
Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

Resources

Professional & Student

- **Concept-Based Curriculum for English Language Arts** by Lois A. Lanning
- **Concept-Based Curriculum and Instruction for the Thinking Classroom** Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French
- **Reading History-The American Revolution Units of Study for Teaching Reading: Grades 4** by Lucy Calkins, Janet Steinberg and Grace Chough
- **The Reading Strategies Book** by Jennifer Serravallo
- **Teaching Text Structures - A Key to Nonfiction Reading Success** by Sue Dymock and Tom Nicholson
- Google Drive Gr 4 Folder

	• Gr 4 Social Studies Curriculum LP_INFO_G3_G5.pdf G4B3_AnchorChart-1.pdf Heinemann Online Resources Grade_4_RUOS_MentorTextList.pdf Grade 4 Slideshow Lessons: Bringing History to Life
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Social Studies curriculum for other possible topics of research.

Unit Planner: Test Preparation
Reading Grade 4

Thursday, April 11, 2019, 3:56PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 29 - Week 31

Last Updated: Thursday, March 14, 2019 by Cynthia McArthur

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

*This unit is not a Concept-Based Unit. However, it is part of the 4rd grade curriculum calendar.

Generalizations / Enduring Understandings

Students will understand:

- **Literary Text**: central message, characters, vocabulary, literary technique
- **Informational Structure**: expository text, procedural text
- **Opinion Text**: valid reasoning, sufficient evidence from text
- **Poetry**: meaning, structure, word choice, perspective

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- How can I help students draw on their repertoire of literary strategies and knowledge of literary structure in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of informational text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I help students draw on their repertoire of opinion text structures and strategies in order to successfully answer multiple choice and open-ended questions on the state test?
- How can I use assessment data to inform and support students in reading strategically, flexibly, and fluently across a variety of genres, focusing on the areas in which they need the most support?
- How can I support students as they read strategically, flexibly and fluently across a variety of genres, successfully answering multiple choice and open-ended questions in timed situations that mirror those they will encounter when taking the actual test?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

Key Ideas and Details

1. 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.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure
4. 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.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. 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.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details
1. 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.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what

happened and why, based on specific information in the text.

Craft and Structure
4. 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.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. 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.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Domain-Specific Vocabulary

- Excerpt
- Compare/Contrast
- Main Idea
- Inference
- Cause and Effect
- Author's Purpose
- Genre-- biography, poetry, literary, opinion, informational, etc.
- Question stems
- Extended and Short Response
- Key Details
- Theme

tcoe_bookmarks_grade_4 (1).pdf

Core Learning Activities

Unit 5 - Test Preparation

Week 1: Introduction to Short Response Reading/Writing
Week 2: Studying and Practicing Extended Response Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model
Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:
Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.
Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.
Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!
Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.
Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon
Gr 4 Test Prep.docx

Assessments

Resources

Professional & Student

- **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 4**
- **Nancy Boyle's Handout: Let's Get to the CORE of SBAC**
- **Common Core Writing to Texts- Newmark Learning Gr 4**
- **Countdown to the Common Core Gr 4 - McGraw-Hill**
- **Rehearsing for the Common Core Standards Gr 4 - Rally**
- **Writing checklists for all three genres**

ELA-Construct-Relevant-Vocabulary (1).pdf

	appendix-b-grade-level-tables.pdf Grade4ELA.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Historical Fiction Book Clubs
Reading Grade 4

Thursday, April 11, 2019, 3:48PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Reading Grade 4 > Week 32 - Week 38

Last Updated: Monday, February 11, 2019 by Patricia Vitarelli

Historical Fiction Book Clubs

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Interdependence

Copy_of_Unit_Web_-_G4_Historical_Book_Clubs (1).docx

Generalizations / Enduring Understandings

Understanding:
Readers notice that historical fiction shares common narrative story elements yet also includes it's own unique characteristics.

Responding:
Readers reflect to develop an understanding of characters through collaboration and discourse.

Producing:
Readers determine theme by analyzing text evidence.

Critiquing:
Readers notice that historical fiction represents an interdependence between facts of the time period and fiction.

Lens:
Readers of historical fiction synthesize the interdependence between facts of the time period and fiction.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding:
What are the characteristics of historical fiction? (F)
What is a flashback/foreshadowing? (F)
How does the setting (physical/emotional), impact the characters/events? (C)
How do authors use symbolism and imagery to convey an idea? (P)
Why must I infer the thoughts, emotions, and struggles individuals endured during a specific time in history? (C)

Responding:
Do you think that the characters are looking at the event in the same way? Why might their focus be different? (C)
How do you read various view points with an open mind? (C)
What do the characters want/need and why? (F)
Who is telling the story? (F)

Producing:
What is the theme(s) of this text? (C)
What is a timeline? (F)
How does using a timeline help you to understand the text? (F)
How do you use the historical background information to interpret the text? (C)
How does an author use figurative language to convey ideas that are not easily contained in ordinary language? (C)

Critiquing:
How are similar themes developed across texts? (C)
How can I develop a deeper understanding of the characters and the setting by learning about a specific time period? (C)

	How and why do characters change across this historical fiction novel? (P) Why does the author choose to include certain facts and make other parts fictional? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

Key Ideas and Details

1. 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.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

6. Assess how point of view or purpose shapes the content and style of a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.4.8. (Not applicable to literature)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK1: *Answers: Who, what, when, where, why, how. Questions are typically answered with evidence stated directly in the text.*

- *Ex. Which sentence from the article or text best supports the answer?*
- *Ex. Which detail from the article or text best supports the answer?*

DOK2: *How can knowledge from the text be applied? These are mostly skill questions.*

- *Ex. Which two sentences best tell the main idea/theme?*
- *Ex. Why is looking at the table titled "How Much Do Things Weigh on the Moon" important to understanding information about the Moon? (Text features)*

DOK3: *How can knowledge from a text be used to reason strategically and think abstractly? These questions involve inference (theme, characters' feelings, motivations, etc.) Also includes reasoning from the author's perspective: Why did the author do_____?*

- *Ex. Why did the author choose to describe how the narrator was feeling in the journal entries throughout the story?*
- *Ex. How does the second paragraph support the ideas in the first paragraph?*

DOK4: *How can new insights be generated from a deep understanding of texts? Synthesizing two or more sources, project-based tasks that encourage students to analyze and evaluate the impact or influence of ideas. Students need to think creatively to produce their own insights, showing deeper thinking about their knowledge of texts.*

Excerpts from "It's All About The Rigor" presentation by Nancy Boyles, 2016
webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding:

- Infer
- Identify details
- Give examples
- Summarize

Responding:

- Identify setting and time period
- Analyze character(s)

Producing:

- Determine Theme
- Create and analyze timelines
- Determine the meaning of words/phrases as they are used in a text

Critiquing:

- Interpret text
- Compare/contrast

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4.pdf

Core Learning Activities

1. Analyze the setting of an historical fiction text.
2. Identify an historical timeline and compare to the character's timeline within a text.
3. Determine, interpret, and support themes with evidence from the text.
4. Recognize the role of secondary characters.
5. Determine how a character's thoughts and behavior are shaped by the time in which they live.
6. Conclude that characters' perspectives can change and vary within the same historical time period.

Assessments

Pre Assessment (optional)
Formative: Written Test
G4B4_PreAssessment (1).pdf
G4B4_TeacherInstructions.pdf
G4B4_PreAssess_SampleResponses.pdf

Resources

Professional & Student

- **Concept-Based Curriculum for English Language Arts** by Lois A. Lanning
- **Concept-Based Curriculum and Instruction**

G4B4_Rubric (1).pdf
LP_NARR_G3_G5 (2).pdf
Post Assessment (optional)
Summative: Written Test
G4B4_TeacherInstructions.pdf
G4B4_PostAssessment.pdf
G4B4_PostAssess_SampleResponses.pdf
G4B4_Rubric (1).pdf
LP_NARR_G3_G5 (2).pdf
Progress Monitoring
Formative: Other written assessments
Reading Journals
Reading Logs
Student Written Responses
Teacher Observations
Anecdotal Notes
Progress Monitoring
Formative: Other oral assessments
Students' Oral Responses
1:1 Conferring
Teacher Observations

Running Records
Formative: Other oral assessments
1. Observe accuracy/rate (fluency), and comprehension during the reading.
2. Code reading behaviors.
3. Document progress over time.
4. Plan teaching strategies for small group instruction.

for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

- **Historical Fiction Clubs - Units of Stiudy for Teaching Reading Grade 4** by Lucy Calkins and Mary Ehrenworth

Heinemann on-line resources:

http://www.heinemann.com

- **copy paste address**
- **login to your account**
- **click my online resources**
- **click Grade 4 Reading Units of Study**

- **The Reading Strategies Book** by Jennifer Serravallo
- **Teaching Text Structures - A Key to Nonfiction Reading Success** by Sue Dymock and Tom Nicholson
- See Google Drive Gr 4 Folder

Student Learning Expectation & 21st Century Skills

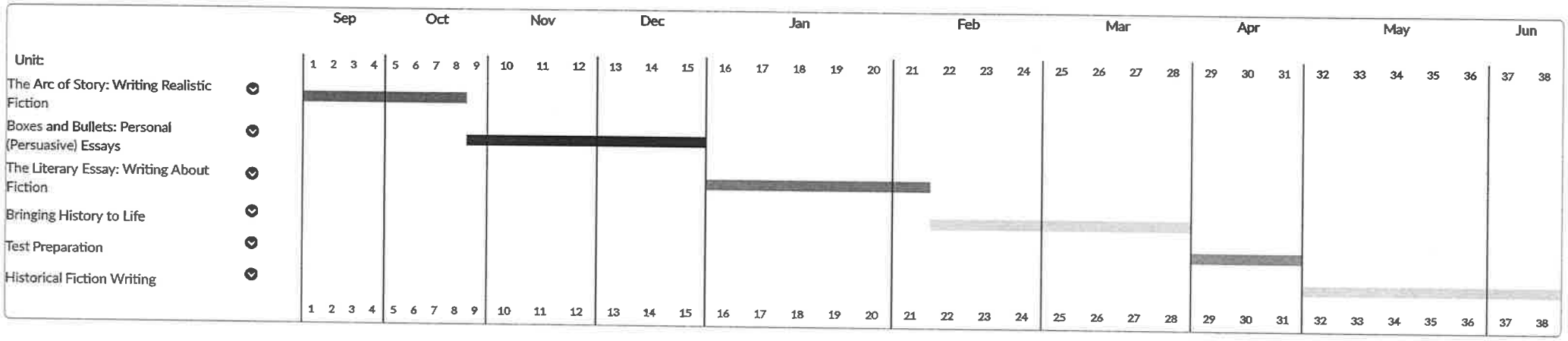
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See Social Studies curriculum for other possible topics of research.

Newtown Public Schools
Writing Grade 4

Collaboration



Unit Planner: The Arc of Story: Writing Realistic Fiction Writing Grade 4

Thursday, April 11, 2019, 3:59PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 1 - Week 8

Last Updated: Thursday, March 28, 2019 by Lina Silveira

The Arc of Story: Writing Realistic Fiction

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Story Elements

WEB_The Arc of Story_ Writing Realistic Fiction.docx

Generalizations / Enduring Understandings

Understanding:
Writers use story structure to show a clear and coherent development of characters, setting, problem, personal experience in a logical sequence of events.

Responding:
Writers use precise words, descriptive details, sensory and figurative language to elaborate key ideas and details in a story.

Producing:
Writers use the writing process to convey a story or series of events to the reader.

Critiquing:
Writers reflect on the development of characters and author's craft used in the story.

Lens:
Writers create a narrative by applying their knowledge of story elements.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding

- What is a story arc? (F)
- How can I utilize my writer's notebook to plan possible story arcs and develop setting, plot and character? (C)
- Who will your story be about; where and when will it take place? (F)
- Who is narrating the story? (F)
- How can you organize your information to help you write your story? (F)
- What is the purpose of writing with figurative words or phrases? (P)

Responding

- What different types of figurative language can you utilize to express your ideas? (F)
- Does the word choice and/or figurative language make the story more interesting? (P)
- How can I do lots of large scale revision to explore ways in which I can improve my writing by using things like dialogue, setting, syntax, and literary devices to bring out my theme? (C)
- Is there information you need to include? Where will you add that information? (P)

Producing

- What problem will the character face? (F)
- What actions will the characters take in response to the events in the story? (C)
- What events lead up to your conclusion? (F)

- Have you completed your first draft? (F)
- Did you share with your audience what you intended to say? (F)
- Have you asked your partner/group to give you purposeful feedback? (F)
- Have you utilized your editing/proofreading checklists to improve you piece? (F)
- How can I draw on everything I have learned about fiction writing and about the writing process to plan and execute a story? (C)
- Do you think your reader will understand what you are trying to say? (P)

Critiquing

- How will the problem change the character? (F)
- Have you followed the rules of punctuation and grammar? (F)
- Are the characters in my story believable? (P)
- How can I draw on everything I know about narrative craft in order to help my readers get lost in my story? (C)
- Is there a more effective way you can begin/conclude your piece? (P)
- Does the elaboration in the story create a clear picture for the reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task,

purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. 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.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3a. Choose words and phrases to convey ideas precisely.*

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Set a Purpose for Writing
- Utilize Story Elements; Setting, Characters, Plot, Resolution/Conclusion
- Write in a Logical Sequential Manner
- Know Audience
- How to Sustain a Story Over Multiple Paragraphs (events)

Responding to Text:

- Utilize Sensory Details to Describe the Characters and Settings
- How to Move From One Event to Another
- Seek and Respond to Suggestions from Peers About What has Been Written

Producing Text:

- Use the Character's Words to Help Explain What is Happening in the Story

Core Learning Activities

- Complete a narrative writing pre assessment: Best Personal Narrative.
- Personalize and establish a writer's notebook.
- *Follow the writing process:
    - Generating and collecting ideas
        - Collect ideas using a writer's notebook.
        - Create ideas for stories from small moments.
        - Use a graphic organizer to plan a story
    - Drafting
        - Develop characters by creating their external/internal traits, motivations and struggles
        - Use the arc of the story to show development of characters, setting, problem, and personal experience in a logical sequence
        - Study a mentor text for setting techniques.
        - Write an effective lead and powerful ending.

- How to Choose Words so that Meaning is Clear
- Express the Events, Setting, and Role of the Character's in a Story
- Use Transitional Words to Move from the Beginning to the End of the Story

Critiquing Text:

- Self-Monitor to Maintain Focus Throughout the Piece
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

- Revising
  - Organize stories in paragraphs by grouping related sentences.
  - Study a mentor text to experiment with author's craft in writing.
  - Choose punctuation for effect.
  - Work in partnerships to provide feedback about the draft.
  - Use checklist to determine areas to revise.
- Editing
  - With a partner, or on your own,check final piece for fourth grade grammar and spelling conventions.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students should go through the writing process at least two times throughout the unit.

Assessments

Narrative Writing Pre/Post Assessment
Formative: Narrative Writing Assignment

G4RubricsAug2016
Progress Monitoring
Formative: Other written assessments

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklists
- Self-Assessments
- Peer Conference Notes

Student Narrative Checklist.pdf
Teacher Narrative Checklist.pdf
Conferring
Formative: Other oral assessments
During the independent writing period, meet with writer(s) to assess the level of writing and provide feedback to lift the level of one area of the writing process (keeping in mind that we are working to: ***teach the writer, not fix the writing).***
Narrative Student Directions Gr 4.pdf
Pre/Post Narrative Teacher Directions

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Arc of Story - Writing Realistic Fiction by Lucy Calkins and Colleen Cruz
Grade 4 Unit 1 Teachers College

E Doc - Unit 6 - The Craft of Fiction: Using Figurative Language, Symbolism and Point of View to Highlight Themes by Teacher's College Reading and Writing Project Curriculum Calendar 2013-2014

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Fireflies by Julie Brinkloe's

	Pecan Pie Baby by Jaqueline Woodson **Fox** by Margaret Wild and Ron Brooks **Storyworks Magazine** by Scholastic **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. **Suggested Poems** TBD G3B4_ST_BillyGoats.pdf Grade 4-Writing-Mentor Text List-June 2017.pdf Fourth Grade Writing Unit 06 - The Craft of Fiction (3).pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Boxes and Bullets: Personal (Persuasive) Essays
Writing Grade 4

Thursday, April 11, 2019, 4:00PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 9 - Week 15

Last Updated: Wednesday, February 13, 2019 by Patricia Vitarelli

Boxes and Bullets: Personal (Persuasive) Essays

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Structure

WEB Boxes and Bullets - PersonalPersuasive Essays (5).pdf

Generalizations / Enduring Understandings

Understanding:
Writers support their opinion, using the format of Boxes and Bullets, to develop a thesis statement.

Responding:
Writers express their point of view to persuade others by utilizing various writing techniques.

Producing:
Writers construct an essay, utilizing the writing process to initiate discourse and influence their audience.

Critiquing:
Writers examine the effectiveness of their evidence from sources to support their claim.

Lens: Writers create an organizational structure in which related ideas are grouped to support the writers' purpose.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding

- What are boxes and bullets? (F)
- What is a thesis statement? (F)
- What is the difference between a fact and an opinion? (F)
- What is your piece about? (F)
- What is your opinion? (F)
- How will you support your opinion? (C)
- How can opinions change? (P)

Responding

- Do you think someone else might have a different point of view? (P)
- How is your point of view formed? (C)
- How do you read various viewpoints with an open mind? (P)
- What are your reasons for writing about this? (F)
- How do the words or phrases help move the reader logically between the opinion and reasons for the opinion? (C)

Producing

- What is the author's purpose in writing the essay? (F)
- What needs to happen to move from discussion to writing? (F)
- Does your conclusion restate your opinion? (F)
- How does conference feedback influence what you have written so far? (P)

- Is there always a need to revise? (P)
- Why is it necessary to revise thinking? (C)
- Who has a greater responsibility in managing bias, the reader or the writer? (P)

Critiquing

- What literary techniques do writers employ to persuade? (F)
- What evidence in the essay supports your claim? (F)
- How does reading many viewpoints support the formation of your opinion? (C)
- Why would an author want to manipulate a reader's perception? (P)
- How does an author's opinion affect meaning? (C)
- How is this information relevant to your claim? (P)
- How can I raise the level of my personal and persuasive essay writing? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018 (1).pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Set a Purpose for Writing
- Utilize Boxes and Bullets Format for Organization of Thoughts and Ideas
- Write in a Logical Sequential Manner
- Know Audience
- How to Sustain Writing Over Multiple Paragraphs

Core Learning Activities

- Complete an opinion writing pre assessment.
- *Follow the writing process:
  - Generate and collect ideas to construct a class essay.
  - Gather entries into writer's notebooks.
- Drafting
  - Organize and reorganize piece using "boxes and bullets" to support writer's

- Difference Between Fact/Opinion

Responding to Text:

- Support a Point of View
- Support Reasons with Evidence (Facts/Details)
- Seek and Respond to Suggestions from Peers About What has Been Written
- Use Rules for Conversations
- How to Explain an Idea that Differs from Those Already Offered

Producing Text:

- How to Group Related Ideas
- Relate the Conclusion to the Opinion
- How to Choose Words so that Meaning is Clear
- Use Transitional Words to Link Opinion and Reasons
- How to Paraphrase from Various Sources

Critiquing Text:

- How to Edit and Revise
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details
- How to Choose Facts, Definitions, Quotes and Examples to Support Claim

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (2).pdf

purpose.
    - Support a point of view with athesis statement.
- Revising
    - Use introduction to state a thesis.
    - Support reasons with evidence.
    - Elaborate with facts and details.
    - Use checklist to reflect anddetermine areas to revise.
    - Use transition words and phrases to link opinion and reasons.
- Editing
    - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing
    - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Progress Monitoring
Formative: Other written assessments

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklists
- Self-Assessments
- Peer Conference Notes

Student Opinion Checklist.pdf
Teacher Opinion Checklist.pdf
Opinion Writing Pre Assessment
Summative: Written Test

- On Demand Assessment

Pre Opinion Teacher Directions.pdf
Teacher Opinion Checklist.pdf
Student Opinion Directions.pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Boxes and Bullets - Personal and Persuasive Essays by Lucy Calkins, Kelly Boland Hohne and Cory Gillette

Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Grade 4 Unit 2 Teachers College

G4OpinionExtreme1.pdf G4OpinionExtreme2.pdf **Opinion Writing Post Assessment** **Summative: Written Test** PostGr4Opinion.docx G4 Post Opinion Checklist - Technologies.docx cell_phone_revolution (1).pdf life_with_computers_cp (1).pdf G4RubricsAug2016	**Heinemann on-line resources:** **http://www.heinemann.com** 1. **copy paste address** 2. **login to your account** 3. **click my online resources** 4. **click Grade 4 Writing Units of Study** Close Readings of Suggested Text: **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. **Suggested Poems** TBD Mentor Text List 2017 Writing.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections See Grade 4 Social Studies curriculum for optional topics.

Unit Planner: The Literary Essay: Writing About Fiction
Writing Grade 4

Thursday, April 11, 2019, 4:02PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 16 - Week 21

Last Updated: Thursday, March 28, 2019
by Lina Silveira

The Literary Essay: Writing About Fiction

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Critical Stance

Copy of Unit Web - G4 Literary Essay.docx

Generalizations / Enduring Understandings

Understanding

Writers analyze character development to compare/contrast themes across texts.

Responding

Writers synthesize texts to determine point of view and make connections.

Producing

Writers use text evidence to determine a thesis.
Writers organize their thoughts through the writing process.

Critiquing

Writers justify their stance through interpretation of text evidence.

Lens: Writers support their claims using valid reasoning and relevant and sufficient evidence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding

- What is theme? (F)
- What is an inference? (F)
- Why do inferences sometimes change? (C)
- What is a thesis statement? (F)
- What is a critical stance? (F)
- What does this make me realize? (C)

Responding

- How does a writer determine who their audience will be? (F)
- What text evidence will you use to explain your ideas? (C)
- What issues or life topics does this connect to? (C)
- How can I explore ideas about literature that help me develop a thesis statement for an essay? (P)

Producing

- How will you organize your writing? (C)
- How do writers use text evidence to support their thesis/theory? (C)
- Is there enough text evidence to support a thesis/theory? (F)
- How can writers draft, revise and edit an essay that clearly supports their idea about a text? (P)
- What craft techniques can writers use to support

	their interpretation? (C) **Critiquing** • How do the actions of characters provoke discussion? (C) • How is this evidence relevant to your thesis/theory? (P) • What was the author's purpose for writing this text? (F) • How do writers develop more complex interpretations of the text? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Literature

Key Ideas and Details

1. 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.

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

5. 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.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. 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.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Draw Inferences
- Determine Theme
- Recognize Story Elements

Responding to Text:

- Compare/Contrast Points of View from Different Stories
- Make Connections (Text to Self, Text to Text, Text to World)
- Realize there are Various Perspectives on the Same Topic
- Reflect on the Points that an Author is Trying to Make

Core Learning Activities

*Follow the writing process:

- Generate and collect ideas
  - Closely read mentor text(s) to generate ideas about character traits, themes, and symbolism to develop a thesis/claim/critical stance.
- Drafting:
  - Support thesis statements with evidence from an entire text.
  - Work in groups/clubs/partnerships around a shared text.
  - Create drafts with collected evidence from text(s) (i.e., quotes, mini-stories, lists, etc.).
  - Develop essays that include an introduction, thesis statement, supporting evidence, and conclusion.

Producing Text:

- Recognize and Use Organizational Text Structures
- Apply Knowledge of Writing Conventions
- Know Words have Various Levels of Meaning
- Develop and Support Thesis/Theory with Relevant Evidence

Critiquing Text:

- Interpret
- Synthesize
- Recognize which Details are Significant in the Text
- Recognize the Purpose for Writing

tcoe_bookmarks_grade_4.pdf

- Revising:
  - In partnerships, use checklist to reflect on, and analyze essays.
  - Use transition words and phrases to lead into evidence.
- Editing:
  - Check for correct pronoun references and present tense.
  - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing
  - Final draft may or may not be typed.

*Students should go through the writing process at least twice throughout the unit.

Assessments

Progress Monitoring
Formative: Other written assessments
Writer's Notebooks
Conference Notes
Teacher Observations
Checklists
Self-Assessments
Peer Conference Notes

Resources

Professional & Student
Professional texts
The Literary Essay: Writing About Fiction by Lucy Calkins, Kathleen Tolan, and Alexandra Marron. From Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum

Writing Pathways, from Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum
Close Readings of Suggested Text
Fox by Margaret Wild and Ron Brooks

Students' independent books and short stories

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Fox by Margaret Wild and Ron Brooks
Eleven by Sandra Cisernos

	Marble Champ by Gary Soto from Baseball in April and Other Stories Fly Away Home by Eve Bunting The Other Side by Jacqueline Woodson Thank you, Ma'am by Langston Hughes Every Living Thing by Cynthia Rylant Gloria, Who Might Be My Best Friend and other stories by Ann Cameron Spaghetti by Cynthia Rylant **(See Other Suggested Resources on Attached Document Below)** Texts Used (fiction, non-fiction, on-line, media, etc...) Fictional text on the students levels. WUOS_Grade4_MentorTextList_June2017 (1).pdf G4B4_AnchorChart-1.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections

Unit Planner: Bringing History to Life
Writing Grade 4

Thursday, April 11, 2019, 4:04PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 22 - Week 28

Last Updated: Thursday, March 28, 2019
by Lina Silveira

Bringing History to Life

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Process

Unit_Web_-_G4_bringing_History_to_Life.docx

Generalizations / Enduring Understandings

Understanding

Writers analyze primary and secondary sources in order to plan, organize, and share research.

Responding

Writers paraphrase when compiling notes in order to categorize main ideas and details of research.

Producing

Writers teach their audience/readers through the use of domain specific vocabulary and elaboration.

Critiquing

Writers question and engage in meaningful discourse as they evaluate their work.

Lens: Writers use the writing process to summarize relevant information for their audience/readers to develop a deeper understanding of a topic.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding

- How will you select your topic? (F)
- How do you know if your resources are credible? (P)
- How will you plan your piece? (C)
- How will you organize your research? (C)
- How do you use research to compose informational writing with a variety of text structures? (C)

Responding

- Does my research support my topic? (C)
- Which details will you use to make your writing stronger? (C)
- How will you keep track of the information that you have looked at and the information that you have used? (F)
- How can you say that using your own words? (C)

Producing

- What will your audience learn from your writing? (C)
- How can you compile research into an informative, well-structured information piece? (C)
- How can you use your new understandings from your research to enrich your writing? (C)
- Do quotes, questions, or exclamations add emphasis to writing? (C)
- How do you use precise language to convey your ideas? (F)

Critiquing

- Do you think someone else might have a different point of view? (F)
- How will you use feedback to improve your piece? (C)

	• Why is it necessary to revise thinking? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
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- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

- Primary Source
- Secondary Source
- Organize

Responding to Text:

- Note Taking
- Paraphrase
- Evidence

Producing Text:

- Quote
- Micro Story
- Text Feature
- Teaching Voice

Critiquing Text:

- Analyse
- Discourse

Please see attached document (bookmarks) for critical content and

Core Learning Activities

Complete an information writing pre assessment.
*Follow the writing process:

- Generating and collecting topics
  - Generate a list of topics related to an historical area of research.
  - Research and take notes on topic
- Drafting
  - Choose a structure that matches information gathered on topic(i.e.,title page, table of contents, glossary, works cited, headings, etc.).
  - Plan and organize an introduction.
  - Add historical details such as dates, quotations, etc.
  - Generate life lesson(s) from the topic.
  - Incorporate text features to elaborate writing.
  - Cite sources.
- Revising
  - Research topic for facts, details, and content specific vocabulary using print and digital sources.
  - Paraphrase information from resources about topic.
  - Use sophisticated transition words and phrases to clarify and bring out the structure in your writing (i.e., furthermore, on the other hand, consequently, because of this, etc.).
  - Write a conclusion that wraps up your research.
  - Use checklist to determine areas to revise.
- Editing
  - With a partner, or on your own, check final piece for fourth grade grammar and spelling conventions.
- Publishing

key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4.pdf

- Final draft may or may not be typed.

Assessments

Pre-Assessment Informational
Formative: Written Test

G4PreInfoTrash2.pdf
G4PreInfoTrash1
CL_INFO_G4.pdf
G4 Pre Info Checklist - Trash.docx
PREGr4InformDir.Checklist2016.docx
Post-Assessment
Summative: Written Test

get_some_rest_.pdf
G4RubricsAug2016
G4 Post Info Checklist - Trash (1).docx
PostGr4InfoDirectionsAug2015.docx
What Sleep Is and Why All Kids Need It.pdf
Progress Monitoring
Formative: Other written assessments
Writer's Notebooks
Conference Notes
Teacher Observations
Checklists
Self-Assessments
Peer Conference Notes
CL_WP_IL_INFO_G4.pdf
CL_INFO_G4.pdf

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

Bringing History to Life, *Units of Study in Opinion, Information, and Narrative Writing*by Lucy Calkins and Anna Gratz Cockerille

Teaching Text Structures - A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Grade 4 Unit 3 Teachers College

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

- See Google Drive Gr 4 Folder
- See Gr 4 Social Studies Curriculum

Close Readings of Suggested Text:

(See Other Suggested Resources on Attached Document Below)
Texts Used (fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Suggested Poems
TBD

Materials Used
Books
Adler, David. (2003). Heroes of the Revolution. New York: Holiday House.
Burt, Barbara. (2003). The Eve of the Revolution: The Colonial Adventures of Benjamin Wilcox. Washington, D.C.: National Geographic.
Fritz, Jean. (1976).What's the Big Idea, Ben Franklin? New York: Puffin Group. [See Reference in Unit]
Gregory, Josh. (2012). The Revolutionary War. New York: Scholastic. [Mentor Text]
Meltzer, Milton. The American Revolutionaries: A History in Their Own Words. [See Reference in Unit]
Penner, Lucile Rect. (2002). Liberty! How the Revolutionary War Began. New York: Random House. [See Reference in Unit]

	Websites http://americanhistory.about.com/od/revolutionarywar/Revolutionary_War.htm http://www.theamericanrevolution.org/ http://www.archives.gov/research/start/ http://www.earlyamerica.com/ http://www.historyplace.com/unitedstates/revolution/ http://www.let.rug.nl/usa/outlines/history-1994/the-road-to-independence/ http://www2.lhric.org/pocantico/revolution/revolution.htm http://www.loc.gov/teachers/classroommaterials/themes/colonial-america/ http://memory.loc.gov/ammem/collections/continental/timeline.html http://www.pbs.org/ktca/liberty/chronicle.html http://www.pbs.org/ktca/liberty/chronicle_timeline.html http://www.revolutionary-war-and-beyond.com/ http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm http://www.ushistory.org/ http://www.ushistory.org/declaration/revwartimeline.htm Search Engines kidrex.org askkids.com yahooligans.com, awesomelibrary.org onekey.com kids.gov americaslibrary.gov Videos [Note: Some videos contain mild violence. Teachers may want to pre-screen.] American Revolution: Schoolhouse Rock Series. http://www.schooltube.com/video/4446d008158a4c42b331/ The Folklorist: The Boston Massacre. http://vimeo.com/39497177 Freedom: A History of Us Series by Joy Hakim. http://www.pbs.org/wnet/historyofus/menu.html Shot Heard Round The World: Schoolhouse Rock Series. http://www.schooltube.com/video/66c69ce5b14549058b63/ WUOS_Grade4_MentorTextList_June2017.pdf G4B3_AnchorChart-2.pdf Grade 4 Slideshow Lessons: Bringing History to Life
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Use Grade 4 Social Studies content for research

Unit Planner: Test Preparation
Writing Grade 4

Thursday, April 11, 2019, 4:05PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 29 - Week 31

Last Updated: Thursday, March 28, 2019
by Lina Silveira

Test Preparation

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

*This is not a concept based unit but part of the 4th grade curriculum map.

Generalizations / Enduring Understandings

Students will be able to:

- Write to a prompt efficiently and accurately
- Make a claim and support that claim with textual evidence
- Write informative text to convey ideas and information clearly
- Write essays (brief writes) in a variety of forms
- Draft, revise and edit essays quickly

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Essential Question(s)

How do I write an essay that is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Gr 4 Test Prep

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

A major goal of this unit will be to help students learn to read more demanding texts, more quickly, and then write in response to prompted questions. There is a large emphasis on writing from sources, and on teaching students not only to write quick responses with fluency, paragraphs, transitions and elaboration, but on using specific, detailed evidence from texts to support their answers.

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Words of This Unit:

- Source
- Compare and Contrast

Core Learning Activities

Unit 5 - Test Preparation

Week 1: Introduction to Short Response Reading/Writing
Week 2: Studying and Practicing Extended Response

- Evaluate
- Prompt
- Cite
- Argument
- Analysis/Analyze
- Evidence
- Conventions
- Editing & Revising
- Writing about reading (developing ideas, supporting them with evidence, and so on).
- Finding details to prove what they are trying to say
- Writing process

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Writing
Week 3: Building Automaticity, Stamina and Fluency

Gradual Release Model
Beginning with whole class practice and then gradually moving to more independent practice is the best way to guarantee that students learn and use effective strategies in their writing. With this in mind, the weekly structure recommend is the following:
Day 1: Whole class practice reading, understanding, and replying to prompts with the whole class working on one shared text - note that the text is likely familiar.
Day 2: Partner practice reading, understanding, and replying to prompts with the whole class working with the same shared text from Day 1.
Day 3: Partner practice reading, understanding, and replying to prompts with students working on new texts. Note: if students are ready to move to independent practice with feedback, great!
Day 4: Independent practice reading, understanding, and replying to prompts - giving and getting partner feedback based on checklists/rubrics.
Day 5: Buffer Day - could be used for more independent practice or absorbed into Reading Marathon

Gr 4 Test Prep.docx

Assessments

Resources

Professional & Student

- **Smarter Balanced Assessment Consortium - ELA Practice Test Scoring Guide Grade 4**
- **Nancy Boyle's Handout: Let's Get to the CORE of SBAC**
- **Common Core Writing to Texts- Newmark Learning Gr 4**
- **Countdown to the Common Core Gr 4 - McGraw-Hill**
- **Rehearsing for the Common Core Standards Gr 4 - Rally**
- **Writing checklists for all three genres**

ELA-Construct-Relevant-Vocabulary (1).pdf
appendix-b-grade-level-tables.pdf
Grade4ELA.pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Unit Planner: Historical Fiction Writing
Writing Grade 4

Thursday, April 11, 2019, 4:07PM

District Elementary > 2018-2019 > Grade 4 > English Language Arts > Writing Grade 4 > Week 32 - Week 38

Last Updated: Tuesday, February 26, 2019 by Lina Silveira

Historical Fiction Writing

Davila, Jean; McArthur, Cynthia; Silveira, Lina; Tabasko, Eileen; Vitarelli, Patricia

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Interdependence

Unit_Web_-_G4_Historical Writing.docx

Generalizations / Enduring Understandings

Understanding:
Writers of historical fiction combine common narrative story elements with facts.
Writers need to think carefully about how to introduce not only characters and events, but also to the place and time period.

Responding:
Writers develop historical characters by building on their knowledge of the culture, time, and social context of a specific time period.
Writers elaborate a piece by using key ideas and details with domain specific vocabulary.

Producing:
Writers create a historical fiction story based on research using the writing process.

Critiquing:
Writers interpret the authenticity of the development of characters and motivations used in the story.

Lens: Writers of historical fiction represent an interdependence between facts of the time period and fiction.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Understanding

- What is a fact? (F)
- How can I bring forth narrative techniques to bring forth meaning in my historical fiction stories?
- How can you utilize your writer's notebook to plan possible story arcs and develop setting, plot and characters in various time periods? (C)
- Who will your story be about; where and when will it take place? (F)
- Who is narrating the story? (F)
- How can you organize your information to help you write your story? (F)
- How might your story change with a different setting? (P)

Responding

- What is domain specific vocabulary? (F)
- How does the word choice and/or vocabulary make the story more accurate? (P)
- How can I use mentor texts to draft and revise my story using reading-writing connections to raise the level of my work?
- How can you elaborate your writing by using things like dialogue, setting, syntax, and literary devices to bring out your characters? (C)
- How do the key ideas and details enhance my story line? (C)
- What role does the culture, time, and social

context play in the development of your character/piece? (P)

Producing

- What sources will you use to gather information for your piece? (F)
- How will you keep track of the sources that you will use? (F)
- How will you organize your information? (F)
- What actions will the characters take in response to the historical events in the story? (C)
- What events lead up to your ending? (F)
- Have you asked your partner/group to give you purposeful feedback? (F)
- Have you utilized your editing/proofreading checklists and resources to improve you piece? (F)
- How can you draw on everything I have learned about historical fiction writing and about the writing process to plan and execute a story? (C)
- Is there information you need to include? Where will you add that information? (P)

Critiquing

- Have you considered sources that have different points of view? (F)
- Is your character reflective of the time period? (C)
- Are the characters in your story believable? (P)
- Is there a more effective way you can begin/conclude your piece? (P)
- Does the elaboration in the story create a clear picture for the reader? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration
1. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. 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.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK 1: Recall and Reproduction

- Ex. How would you write___?
- Ex. What might you include on a list about___?
- Ex. Can you identify___?
- Ex. How would you describe___?

DOK 2: Skills and Concepts

- Ex. What do you notice about___?
- Ex. How would you summarize___?
- Ex. What steps are needed to edit___?

DOK 3: Strategic Thinking/Reasoning

- Ex. Can you elaborate on the reason____?
- Ex. What is your interpretation of this text? Support your rationale.
- Ex. Can you formulate a theory for___?

DOK 4: Extended Thinking

- Ex. Write a thesis, drawing conclusions from multiple sources.
- Ex. Apply information from one text to another text to develop a persuasive argument.
- Ex. Writing of a research paper or applying information from one text to another text to develop a persuasive argument.

webinar-handout-7-17-2018.pdf

Critical Content & Skills

*What students must **KNOW and be able to DO***

Understanding Text:

Core Learning Activities

Study several historical fiction mentor text to become familiar with the story structure and characteristics of a

- Set a Purpose for Writing
- Utilize Story Elements; Setting, Characters, Plot, Resolution/Conclusion
- Recognize and Use Organizational Structures: Chronological Order, Cause and Effect, etc
- How to Sustain a Story Over Multiple Paragraphs (events)

Responding to Text:

- Utilize Sensory Details to Describe the Characters and Settings
- Integrate Fact with Fiction
- How to Move From One Event to Another
- Seek and Respond to Suggestions from Peers About What has Been Written

Producing Text:

- Use the Character's Words to Help Explain What is Happening in the Story Pertinent to the Time Period
- How to Use Domain Specific Vocabulary
- Use Transitional Words to Move from the Beginning to the End of the Story

Critiquing Text:

- Self-Monitor to Maintain Focus Throughout the Piece
- Understand and Use Grammar and Spelling Conventions
- Edit for Word Usage and Choice to Strengthen Details

Please see attached document (bookmarks) for critical content and key skills students should be able to do for each standard listed above.
tcoe_bookmarks_grade_4 (1).pdf

historical fiction.

*Follow the writing process (story arc):

- Generating and collecting ideas
  - Generate and collect ideas about various time periods throughout history.
  - Create a timeline of a period to organize events.
- Drafting
  - Use timeline to develop a seed idea focusing on plot.
  - Use setting to orient readers to the time period and to convey feelings surrounding an historical event.
  - Develop a challenge an historical character faces.
  - Develop characters through dialogue relevant to specific time-period and dialect.
  - Consider perspective and point of view.
  - Write an ending that resolves the character's problem or historical problem.
- Revising
  - Add small actions, gestures, and interactions into your scenes.
  - Use period specific vocabulary/historical terms (hearth, homestead, pinafore).
  - Revise for language (figurative language).
  - Notice how words, punctuation, and other structures help set the tone of the piece.
  - Work in partnerships to provide feedback about the draft.
- Editing
  - With a partner or on your own, check final piece for specific vocabulary, sentence variety, fourth grade grammar and spelling conventions.
  - Use checklist to edit piece.
- Publishing
  - Celebrate writing - share polished piece with an audience. (Final draft may or may not be typed.)

*Students will develop an historical fiction piece or produce other pieces that fit the structure of narrative writing (personal narrative, fantasy, memoir).

Assessments

Post Narrative Writing Assessment
Summative: Written Test

G4RubricsAug2016

Progress Monitoring
Formative: Other written assessments

Resources

Professional & Student

Concept-Based Curriculum and Instruction for the Thinking Classroom Second Edition by H. Lynn Erickson, Lois A. Lanning, and Rachel French

Designing a Concept-Based Curriculum for English Language Arts by Lois Lanning

- Writer's Notebook
- Conference Notes
- Teacher Observations
- Checklist
- Self-Assessments
- Peer-Conference Notes

Student_Narrative_Checklist.pdf
Teacher_Narrative_Checklist.pdf
PrePostGr4NarrativeAug2015.pdf
Narrative_Student_Directions_Gr_4.pdf

If...Then...Curriculum Grade 4 by Lucy Calkins and Teachers College

E Doc - Unit 6 - The Craft of Fiction: Using Figurative Language, Symbolism and Point of View to Highlight Themes by Teacher's College Reading and Writing Project Curriculum Calendar 2013-2014

Arc of Story - Writing Realistic Fiction by Lucy Calkins and Colleen Cruz
Grade 4 Unit 1 Teachers College

Infusing Grammar into the Writer's Workshop by Amy Benjamin and Barbara Golub

The Writing Strategies Book by Jennifer Serravallo

Heinemann on-line resources:

http://www.heinemann.com

1. **copy paste address**
2. **login to your account**
3. **click my online resources**
4. **click Grade 4 Writing Units of Study**

Close Readings of Suggested Text:

Goin' Someplace Special by McKissack
The Other Side by Woodson
Freedom on the Menu: The Greensboro Sit-Ins by Weatherford
The Bat Boy and His Violin by Curtis
Storyworks Magazine by Scholastic
Texts Used (fiction, non-fiction, on-line, media, etc...)
Fictional text on the students levels.
Suggested Poems
TBD
Fourth Grade Writing Unit 06 - The Craft of Fiction (3).pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

See Grade 4 Historical Fiction reading unit.

Students

Student Health Services

The Board of Education recognizes its legal and moral responsibility to provide school health services which will promote, protect, and maintain the health of the students. Such school health services should therefore be an integral part of the total school program, and should assist each student to attain and maintain his/her optimum state of health so that he/she may benefit to the maximum degree from his/her educational experiences. To that end, the Board also employs the professional services of a School Medical Advisor and appropriate professional support services. The Superintendent or appointee shall manage these health services. Health services shall be directed toward detection, prevention, on-going monitoring of health problems and to provide emergency interventions.

Parents, however, have the primary and ultimate responsibility for the health of the student. The school health services program is founded on this premise, recognizing that the educational system has an obligation to assist parents, without fulfilling the responsibility for them, and to assist students to develop competence in dealing with health problems they will face during their school years and in the future.

The administration shall observe the requirements of State Law, as well as state and local health department regulations, and shall take such action as may be necessary for safeguarding the health of students and teachers in the schools. Specifically, the administration shall recommend that the Board of Education exclude from school within 30 calendar days of the first day of attendance, all newly entering and continuing students who do not present evidence of compliance with the required schedule of physical examinations unless exemption is given according to religious belief or medical advice. Students who are in violation of Board requirements for health assessments and immunizations ~~will~~ may be excluded from school after appropriate parental notice and warning through a certified correspondence protocol.

Each child shall be protected against poliomyelitis, measles, rubella, mumps, tetanus, pertussis, diphtheria, and hemophilus influenza-Type B, (Hib), hepatitis A, hepatitis B, varicella, pneumococcal disease, influenza, and meningococcal disease by vaccination or others, as required by law, before entering the ~~Wilton~~ Newtown Public Schools unless duly exempted on religious or medical grounds. A child shall receive a second immunization against measles unless duly exempted on religious or medical grounds.

(cf. 5125.11 - Health/Medical Records HIPAA)
(cf. 5142 - Student Safety)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.5 - Suicide Prevention)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6145.2 - Interscholastic/Intramural Athletics)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation

10-204a Required immunizations, as amended by PA 15-174 & PA 15-242

Students

Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-204c Immunity from liability

10-205 Appointment of school medical advisors.

10-206 Health assessments.

10-206a Free health assessments.

10-207 Duties of medical advisers, (as amended by P.A. 12-198)

10-208 Exemption from examination or treatment.

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public. (as amended by P.A. 03-211)

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

cps 6/04
cps 6/04
rev 4/09
rev 6/11
rev 5/12
rev 7/15

Students

Communicable/Infectious Diseases

The Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board will establish reasonable health requirements as prerequisites to admission or attendance including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. Where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the child presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act may apply. The parent/guardian or the school administration may made a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

~~The District will include as part of its emergency procedure plan a description of the actions to be taken by District personnel in case of pandemic flu outbreak or other catastrophe that disrupts District Operations.~~

(cf. 5111 - Admission)
(cf. 5141.3 - Health Assessments and Immunizations)
(cf. 6159 - Individualized Education Program)

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)

"Americans with Disabilities Act"

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Students

Communicable/Infectious Diseases

Legal Reference: Connecticut General Statutes (continued)

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

19a-221 Quarantine of certain persons.

19a-581-585 AIDS testing and medical information.

Policy adopted:

Recommended regulation.

Students

Communicable/Infectious Diseases

Exclusion Procedures

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

A. The nature of the disease.

B. Whether transmission may be controlled.

C. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.

D. As medical knowledge and circumstances may change rapidly, the school board administrator will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.

E. Where a student or student's parents object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

Medical Intervention

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the school population, a disease, flu, cold or childhood disease might negatively impact the infected student's health. Students with infectious diseases may be temporarily removed from school when that student is acutely ill.

Students

Communicable/Infectious Diseases (continued)

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

Confidentiality

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent.

2. Any person who secures a release of the confidential related information.

3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.

4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

> "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."
>
> A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

Students

Communicable/Infectious Diseases

Legal Reference: Connecticut General Statutes

"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).

"Americans with Disabilities Act".

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Connecticut General Statutes

1015b Access of parent or guardian to student's records.

1019 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

1066b Regional educational service centers. Operation and management. Board.

1076(d)(15) Duties and powers of boards of education to provide special education programs and services.

10154a Professional communications between teacher or nurse and student.

10207 Duties of medical advisors.

10209 Records not to be public.

10210 Notice of disease to be given parent or guardian.

19a221 Quarantine of certain persons.

19a581585 AIDS testing and medical information.

Regulation approved:

_____ PUBLIC SCHOOLS
HEALTH SERVICES

AUTHORIZATION FORM FOR RELEASE OF HIV RELATED INFORMATION

I hereby authorize the _____ Public Schools, acting through the Superintendent and the School Medical Advisor, to release confidential HIV related information, as defined in P.A. 89-246, concerning _____ for the purpose of protecting the student's health and safety, as well as that of other students and staff, to the following personnel:

_____1. School Nurse

_____2. School Principal

_____3. Student's Teacher(s)
List: A.
B.
C.

_____4. Paraprofessional(s)
List: A.
B.
C.

_____5. Director of Student Personnel Services

_____6. Other(s)
List: A.
B.
C.

This authorization shall be valid for

_____A. The student's stay at _____ School.

_____B. The current school year.

_____C. Other _____
(specify period)

I provide this authorization based on my responsibility to consent for the health care of _____, and I understand that such information shall be held confidential by the persons authorized here to receive such information, except otherwise provided by law.

_____
(Relationship to student)

_____ PUBLIC SCHOOLS
COMMON COMMUNICABLE DISEASES

DISEASE	EXCLUSION FROM SCHOOL POLICY
Chicken pox	6 days or until lesions are crusted
Conjunctivitis	Has received appropriate therapy for 24 hours and has permission from the physician to return to school
Elevated Temperature (100 degrees or over)	A full 24 hours after the child is afebrile (99.9 degrees or lower)
German Measles (Rubella)	7 days after onset of rash
Impetigo	Has received appropriate medically prescribed therapy for 24 hrs. and has permission from the physician to return to school
Hepatitis	Has physician's permission to return to school
Infectious Mononucleosis	No set time – only while illness lasts, has permission from physician to return to school
Measles	5 days after appearance of rash
Meningitis	No set time – only while illness lasts, has permission from physician to return to school
Mumps	Until swelling has subsided or not less than 9 days after onset of parotid swelling
Pediculosis	Until hair is clear – no appearance of live nits and has used prescribed shampoo or over-the-counter treatment, especially for the treatment of head lice
Ringworm of Scalp	None, if under proper treatment
Scabies	Has received appropriate medically prescribed treatment for 24 hrs. and has permission from physician to return to school
Streptococcal Infection	Has received appropriate therapy for 24 hours and has permission from physician to return to school
Fifth Disease	Excluding children from school is not recommended as a public health measure

Children excluded from school with any of the above health problems must be evaluated by the school nurse before returning to the classroom.

cps 9/03

Students/Personnel

Psychotropic Drug Use

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. For purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child use psychotropic drugs.

Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders and includes, but is not limited to stimulant medications and anti-depressants.

~~However, school health or mental health personnel, including school nurses or nurse practitioners, the District's Medical Advisor, school psychologists, school social workers, and school counselors *(note: The Board may also include other school personnel it has identified as the person responsible for communication with a parent or guardian about a child's need for medical evaluation, such as the district's director of special services/special education.)* may recommend that a student be evaluated by an appropriate medical practitioner.~~

The District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities or suspected disabilities provided in state and federal statutes that govern special education.

~~or~~

~~Communications between and among school health, mental health personnel and other school personnel pertaining to a child in possible need of a recommendation for a medical evaluation shall be accomplished through the District's established child study teams and/or the planning and placement team and its procedures, in conformity with state and federal special education statutes.~~

~~or~~

Procedures shall be established by the Superintendent of Schools or his/her designee (or Director of Special Education) delineating the manner in which school personnel and school health and mental health personnel shall communicate with each other regarding children who may need to be recommended for a medical evaluation. Such procedures shall also include how school health and mental health personnel should communicate the need for a medical evaluation to the child's parents/guardians. Such procedures shall be consistent with all mandatory and existing procedures and due process safeguards governing assessment and diagnosis.

Students/Personnel

Psychotropic Drug Use (continued)

Further, upon the consent of the student's parents or guardian, obtained, in writing, through the Planning and Placement Team process, school personnel may consult with the medical practitioner regarding such use.

In addition, the Planning and Placement Team (PPT) may recommend a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine either a child's eligibility for special education and related services, or educational needs for an individualized education program (IEP).

~~or~~

~~Nothing in this policy shall be construed to prohibit a Planning and Placement Team (PPT) from discussing with parents and/or guardians of a child the appropriateness of consultation with, or evaluation by, medical practitioners with the consent of the parents and/or guardians of a child.~~

The Board recognizes that the refusal of a parent or other person having control of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for the Department of Children and Families (DCF) to take such child into custody or for any court of competent jurisdiction to order that such child be taken into custody by the Department, unless such refusal causes such child to be neglected or abused, as defined in C.G.S. 46b-120.

~~The Superintendent of Schools or his/her designee shall promulgate this policy to district staff and parents/guardians of students annually and upon the registration of new students.~~

(cf. 5141.4 - Reporting of Child Abuse and Neglect

Legal Reference: Connecticut General Statutes
10-212b Policies prohibiting the recommendation of psychotropic drugs by school personnel. (as amended by PA 03-211)
46b-120. Definitions
1076a Definitions. (as amended by PA 00-48)
1076b State supervision of special education programs and services.
1076d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)
1076h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)
State Board of Education Regulations.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

Policy adopted:

Students

Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS

The District shall strive to protect the safety and health of children and youth in its care, as well as their families, District employees, and the general public. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immune deficiency syndrome (AIDS) poses no significant risk to others in school, day care, or school athletic settings.

~~Scientific studies show that the Human Immunodeficiency Virus (HIV), the virus which causes the acquired immune deficiency syndrome (AIDS) or ARC (AIDS Related Complex), is transmitted through sexual intercourse with an infected individual or through exposure to contaminated blood or needles. There is no evidence to support the notion that the HIV virus can be transmitted through ordinary school or household activities, e.g. coughing, sneezing, hugging, sharing of utensils or food, or shaking hands.~~

The anonymity of individuals with HIV infection or AIDS is protected by law. Moreover, individuals with HIV infection or AIDS are protected from discrimination by both federal and state laws. Neither attendance at school nor employment may be denied to an individual with HIV infection or AIDS. It is the policy of the District that no student or staff member with HIV infection or AIDS may be prohibited from attending school/employment unless there is an immediate risk of injury or harm to the individual or to others.

Because the diagnosis of HIV infection or AIDS is a confidential matter between the individual student or staff member and his or her physician, the District may be unaware of the diagnosis. Consequently, the Board of Education has adopted a policy of "universal precautions" which protects all students and staff from contact with blood and body fluids of others. These precautions are enumerated in the Bloodborne Pathogen policy.

(cf. - 4147.1/4247.1 Bloodborne Pathogens)

Legal Reference: Connecticut General Statutes
10-19b AIDS education

10-76(d)(15) Duties and powers of boards of education to provide special education programs and services
10-154a Professional communications between teacher or nurse and student

Legal Reference (continuted):

10-207 Duties of medical advisors
10-209 Records not to be public
10-210 Notice of disease to be given parent or guardian
19a-221 Quarantine of certain persons
19a-581-585 AIDS testing and medical information

Policy adopted:
cps 1/01
rev 5/03
rev 7/18

Students

Students/Staff with HIV, ARC (AIDS Related Complex) or AIDS

The Newtown Board of Education adopts the following proticols for educating students known to have AIDS/HIV infection and for ensuring a safe and healthy school environment for all students.

1. A child with AIDS/HIV will be allowed to attend school in a(regular) classroom setting with the approval of the child's physician and will be considered eligible for all rights, privileges, and services provided by law and local Board of Education policy.

2. With the written permission of the parent/guardian, the school nurse will function as (a) the liaison with the child's physician and the school medical advisor, (b) the child's advocate in the school, and (c) the coordinator of services provided by other staff.

3. The school will respect the right to privacy of the child and maintain strict confidentiality of any records containing health information. Therefore knowledge that a child has AIDS/HIV will be confined to those persons authorized in writing by the parent/guardian and with a direct need to know. Those persons will be provided with appropriate information concerning the
4. child's needs and confidentiality requirements.

5. Based upon individual circumstances, special programming may be warranted. Special education will be provided if determined to be necessary by the PPT (planning and placement team).

6. Under certain circumstances a child with AIDS/HIV might pose a risk of transmission to others. If any such circumstances exist, the school medical advisor, in consultation with the school nurse and the child's physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student shall be educated in a location that will not place others at risk.

    a) A child with AIDS/HIV may be temporarily removed from the classroom until either an appropriate school program adjustment can be made, an appropriate alternative education program can be established, or the

medical advisor determines that the risk has abated and the child can return to the classroom.

b) Removal from the classroom will not be construed as the only response to reduce risk of transmission. The school district will be flexible in its response and attempt to use the least restrictive means to accommodate the child's needs.

R5141.24(b)

c) In any case of temporary removal of the student from the school setting, State regulations and local Board of Education policy regarding homebound instruction must apply.

d) The removal of a child with AIDS/HIV from normal school attendance will be reviewed by the school medical advisor and school nurse in consultation with the student's physician and guardian/guardian periodically to determine whether the condition precipitating the removal has changed.

7. A child with AIDS/HIV, as with any other immuno-deficient child, may need to be removed from the classroom for his/her protection when cases of measles or chicken pox are occurring in the school population. This decision will be made by the child's physician and parent/guardian in consultation with the school nurse and/or the school medical advisor.

8. Routine and standard procedures will be used to clean up after any child has an accident or injury at school. Universal precautions will be followed. All staff will be trained to use such procedures. Blood or other body fluids emanating from any child, including ones known to have a chronic infectious disease, should be treated cautiously. Gloves should be worn when cleaning up blood spills. These spills should be disinfected with either bleach or another disinfectant, and persons coming in contact with them should wash their hands afterwards. Blood soaked items should be placed in leak proof bags for washing or further disposition. Similar procedures are recommended for dealing with vomit sand fecal or urinary incontinence in any child. Hand washing after contact with a school child is not routinely recommended unless physical contact has been made with the child's blood or body fluids, including saliva. Staff who have had significant exposure to body fluids or blood shall be offered Hepatitis B vaccinations according to OSHA regulations.

9. Ongoing education about AIDS will be provided to all interested persons with the help offered by State and local health departments.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

The Board of Education (Board) believes that all students, through necessary accommodations, modifications or substitutions shall have the opportunity to participate fully in all school programs and activities. The Board is committed to making the necessary accommodations where required, based upon a written statement from a licensed health care professional, for all disabled students with special dietary needs.

~~OR~~

~~Schools participating in the United States Department of Agriculture (USDA) school nutrition programs are required to provide special diet modifications to students whose disability restricts their diet, and may choose to provide this service for other students with special diet modifications who are not considered to have disabilities under the law. This requirement is based upon federal law, regulations and USDA Policy Memorandums.~~

~~OR~~

~~The District will provide meal substitutions or modifications for children who are considered disabled under Section 504 of the "Rehabilitation Act of 1973 or the Individuals with Disabilities Act (IDEA) when the need is certified in writing by a licensed health care professional. (One permitted to write prescriptions). The school nurse, food service personnel and parent/guardian should communicate closely to implement meal plans.~~

~~OR~~

~~Students who require modified school lunch menus due to a disability, as defined by the Rehabilitation Act of 1973, or life threatening food allergies, are eligible for special accommodations. USDA regulations require a written statement from a licensed health care professional that includes:~~

- ~~The child's disability~~
- ~~An explanation of why the disability restricts the child's diet~~
- ~~The major life activity that is affected by the disability~~
- ~~The food or foods to be omitted from the child's diet, and the food or choice of foods that must be substituted~~

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

The Board recognizes the United States Department of Agriculture's Policy Memorandum, SP 59-2016, "Modifications to Accommodate Disabilities in the School Meal Programs," as well as the regulations governing the National School Lunch and Breakfast Program, require substitution or modifications in meals for children considered disabled under Section 504 or IDEA, whose disabilities restrict their diet, when the need is certified in writing by a licensed health care professional.

If special diet modifications are part of an Individualized Education Program (IEP), the school is required to comply with those modifications. An extra charge may not be added. The Board recognized that the medical statements allow the student's meal to be claimed for reimbursement even when it does not meet current food program requirements.

The Board, through its School Nutrition Program, shall make reasonable modifications to accommodate children with disabilities. The Board will provide a modified diet/meal to students with a disability or medical condition that limits a major life activity. Modifications will be made on a case-by-case basis when supported by a written statement from a licensed health care professional who is authorized to write prescriptions under state law. The school food service shall not modify any student's meal without clear, written documentation from a recognized medical authority on the appropriate district-supplied form(s).

~~The Superintendent of Schools or his/her designee shall develop procedures for notifying parents/guardians of the process for requesting meal modifications, and arrange for an impartial hearing process to resolve grievances related to requests for modifications based on a disability.~~

The Board is not required to make food substitutions for children with non-disabling conditions. The District may accommodate students without disabilities who are medically-certified as having a special medical or dietary need on a case-by-case basis. An example is food intolerances or allergies that do not cause life-threatening reactions. The decision must be based upon a written medical statement signed by a licensed health care professional who is authorized to write prescriptions under state law.

Optimum handling of special diet modifications of school meals requires communication between school food service managers, parents, students and medical authorities.

The Board is unable to accommodate special diets based on personal preferences or religious convictions. This is addressed by the food service program offering a variety of menu options daily in the form of choices.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

(cf. 5141 - Student Health Services)
(cf. 5141.21 - Administering Medication)
(cf. 5141.23 - Students with Special Health Care Needs)
(cf. 5141.25 - Food Allergy Management)
(cf. 5141.3 - Health Assessments)
(cf. 5145.4 - Nondiscrimination)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-212a Administrations of medications in schools.

10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198.

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)

Federal Legislation

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.

The Family Education Rights and Privacy Act of 1974 (FERPA)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

USDA Guidance SP59-2016- Modifications to Accommodate Disabilities in the School Meal Programs

USDA regulations at CFR 15b-Nondiscrimination on the Basis of handicap in Programs and Activities Receiving Federal Financial Assistance

Policy adopted: NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students)

The Newtown Board of Education (Board) shall implement the following guidelines with the goal of meeting the needs of students' with dietary disabilities. The United States Department of Agriculture's policy memorandum, SP 59-2016 published in September 2016 may be used for further clarification.

1. The Board believes that all students, through necessary modifications, accommodations, or substitutions shall have the opportunity to participate fully in all school programs and activities.

2. The District, in compliance with USDA Child Nutrition Division guidelines, will provide modifications, accommodations or substitute meals to students with disabilities based on the signed written statement/form from a licensed health care professional. This includes providing special meals, at no extra charge, to children with a disability when the disability restricts the child's diet.

3. The passage of the ADA Amendments Act indicates that most physical and mental impairments constitute a disability. Such impairment need not be life threatening. It is enough that it limit a major life activity. For example, digestion is an example of a bodily function that is a major life activity.

4. Determining whether a physical or mental impairment constitutes a disability must be determined on a case-by-case basis. The determination must be made without regard for whether mitigating measures may reduce the impact of the impairment.

5. Children with a disability may include the following situations. However, determination of a disability under 504 or IDEA is not the same as a physician's diagnosis of a severe medical condition that may require accommodation or modification.

    a. Children who may be handicapped for purposes of Section 504 of the Rehabilitation Act of 1973 because of their special dietary needs;
    b. Children eligible for special education under the Individuals with Disabilities Education Act (IDEA) who have special dietary needs; or
    c. Children with other special dietary needs.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

6. The school must have a written statement/form from a licensed health care professional, in order to provide any accommodations, modifications or substitutions. The use of Form #1, "Medical Statement for Children with Disabilities or Form #2, Medical Statement for Children without Disabilities" is to be used which provide the necessary information including:

    a. The nature of the student's disability
    b. The reasons why the disability prevents the student from eating the regular meal
    c. Foods to be omitted from the student's diet
    d. The specific diet prescription
    e. The substitutions needed

7. The completed form, signed by the parent/guardian and the recognized medical authority, diet order or prescription should be maintained in the school health file maintained by the school nurse.

8. The Connecticut State Department of Public Health defines a recognized medical authority authorized to sign these forms as a physician, physician assistant, doctor of osteopathy or advanced practice registered nurse (APRN). APRNs include nurse practitioners, clinical nurse specialists and certified nurse anesthetists who are licensed as APRNs.

9. While the completed form containing the diet order or prescription is maintained in the health file subject to FERPA, school food service staff that have a need to know may have access to the diet order information.

10. If special diet modifications are part of a student's IEP, the school is required to comply with those modifications at no additional charge to the families. The medical statement allows the student's meal to be claimed for reimbursement even when it does not meet food program requirements.

11. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with a disability. Students with special diet modifications should be allowed the maximum freedom possible within the constraints of their diet to choose from food available.

12. Some disabilities may require modifications to the food service provided at meal time.

Students

Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

Accommodating Disabled Students with Special Dietary Needs (Modified Meals for Disabled Students) (continued)

13. ~~A food allergy if certified as life threatening is considered a disability. Every effort must be made to assure that the food provided to these students does not contain any products causing the allergy or any product derived from it.~~

13. Meal service must maintain compliance with USDA Child Nutrition Division guidelines while accommodating each individual's request.

14. The school food authority may consider expense and efficiency in choosing an appropriate approach to accommodate a child's disability. The school food authority is not required to provide the specific substitution or other modification requested, but must offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program.

into all decisions.

15. When considering what is appropriate, the age and maturity of the child should factor

16. Meal modifications do not have to meet food program meal pattern requirements to be claimed for reimbursement if they are supported by a medical statement.

17. Parents/guardians must be notified of the process for requesting meal modifications to accommodate a child's disability. An impartial hearing process must be available to parents/guardians to resolve requests for modifications based on a disability.

18. The District is required to designate at least one person to coordinate compliance with disability requirements. The Superintendent has assigned such responsibility to the Section 504 Coordinator.

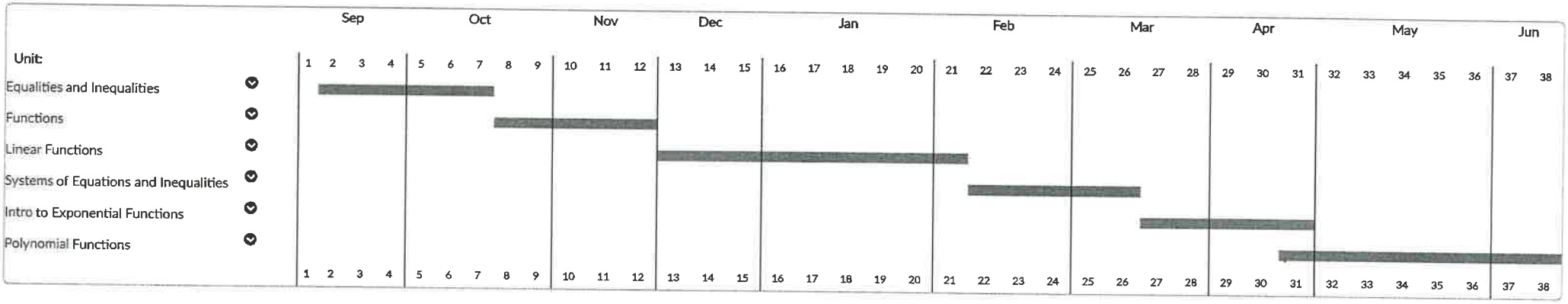
Regulation approved:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Newtown Public Schools
Algebra I

Newtown High School > Grade 9 > Mathematics > Algebra I

Collaboration



Unit Planner: Equalities and Inequalities
Algebra I

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 2 - Week 7

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Equalities and Inequalities

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Linear equations and linear inequalities

- properties of equality
- linear equations
- proportions
- solution
- inequality
- number line
- linear inequalities

Conceptual lens: balance

Generalizations / Enduring Understandings

Strand 1: Linear Equations
Concepts:

- properties of equality
- linear equations
- proportions
- solution(s)

Generalization: Properties of equality determine the solution(s) of linear equations and proportions.

Strand 2; Linear Inequalities
Concepts:

- properties of equality
- inequality
- number line
- linear inequalities
- solution(s)

Generalization: Properties of equality determine solutions of linear inequalities.
A number line represents solutions to a linear inequality.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What are the properties of equality (S1/S2)
- What is an equation? (S1)
- What is a proportion? (S2)
- What does equality mean? (S1)
- What is an inequality? (S2)
- What is the solution to a linear equation? (S1)
- What is the solution(s) to a linear inequality (S2)
- When does the inequality sign change direction? (S2)
- What are possible types of solutions? (S1/S2)

Conceptual:

- How is a proportion used to solve comparative word problems? (S1)
- What is the difference between a solution(s) for a linear equation and a linear inequality? (S1/S2)
- How are the properties of equality applied to solve linear equations and linear inequalities?

(S1/S2)

- How is a linear inequality represented on a number line? (S2)
- How are the number of solutions identified in an equation or inequality? (S1/S2)

Provocative:

- How can linear equations and linear inequalities be used outside the math classroom? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

Quantities

HSN-Q.A. Reason quantitatively and use units to solve problems.

HSN-Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

HSN-Q.A.2. Define appropriate quantities for the purpose of descriptive modeling.

HSN-Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.

HSA-SSE.A.1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.4. Model with mathematics.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- solve linear equations and inequalities
- represent the solution to inequalities on a number line
- solve proportions
- solve real-world applications

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students must be able to:

- Solve linear equations and inequalities by applying properties of equality.
- Construct the solution to an inequality on a number line
- Set up and solve proportions.
- Model a real-world problem with an equation/inequality and interpret the solution

Core Learning Activities

Solve linear equations and inequalities by applying properties of equality.

- Recognize the proper order of applying properties of equality.
- Demonstrate the process of solving linear equations and linear inequalities
- Interpret the solution to a linear inequality on a number line.

Construct the solution to an inequality on a number line.

- Given the solution to an inequality on a number line write the inequality.
- Represent the solution to an inequality on a number line.

Set up and solve proportions.

- Solve a proportion.
- Write and solve a proportion given a comparative word problem.

	Model a real-world problem with an equation/inequality and interpret the solution • Construct and solve an equation or inequality given a real-world problem. • Describe the solution(s) in a sentence.
Assessments Test on solving equations.doc End of Unit 2 test.doc	Resources *Professional & Student* **Professional** Professional department developed materials Internet Google Drive State of Ct Algebra 1 Moodle **Student** internet, handouts
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections *Interdisciplinary with Science*-**Literal Equations** Students will solve scientific equations for a specific variable. *Interdisciplinary with PE/Health*-**Choosing a Membership plan at a Health Club** Students will determine which health club is more cost effective based on the amount of time they plan on being a member.

Unit Planner: Functions
Algebra I

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 8 - Week 12

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Functions

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Functions

- paired data
- continuous
- discrete
- input
- output
- functions
- relations
- composition
- domain
- range
- function notation

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Relations

Concepts:

- relations
- functions
- paired data
- continuous
- discrete
- domain
- range

Generalization: Paired data creates a variety of continuous or discrete relations or functions. Domain and range describe the nature of a relation.

Strand 2: Function Notation

Concepts:

- function notation
- composition

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is a function? (S1)
- What is a relation? (S1)
- What is function notation? (S2)
- What is the domain/range of a relation? (S1)
- What is continuous/discrete? (S1)
- What is a composition? (S2)

Conceptual:

- How can we tell if a relationship is a function from multiple representations? (S1)
- Explain the difference between a relation and a function. (S1)
- How do the graphs of different functions vary? (S1)
- How are the input/outputs related to

- input
- output
- domain
- range

Generalization: Connect input/output to domain/range. Evaluate the composition of functions through function notation.

domain/range? (S2)
- How are compositions evaluated using function notation? (S2)
-

Provocative:

- How are functions used to model real-world situations? (S1/S2)
- How are functions used to make predictions? (S1/S2)
- How are functions used to solve problems? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use

function notation in terms of a context.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Interpret functions in applications
- Represent relations using different methods
- Identify domain/range
- Evaluate using function notation

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students must be able to:

- Evaluate functions in varied problem situations
- Model relations using different methods
- Interpret and state the domain/range
- Determine function values

Core Learning Activities

Interpret and state the domain/range

- Given a relation identify the domain/range.

Evaluate functions in varied problem situations

- Given the equation determine the domain and range.
- Given the graph evaluate for a specific value.
- For a given domain/range within an application interpret the range/domain in a sentence.

Model relations using different methods

- Represent a relation using a mapping diagram, table, ordered pairs, and graph.
- Given a relation identify whether it is a function.
- Given a relation identify whether it is representing discrete/continuous data.

Determine function values

- Using function notation determine input/output values.

Assessments

Unit 3 Quiz: Functions
Summative: Written Test
End of Unit Test identifying functions with explanations, Independent/Dependent variables with function rules, domain and range and function notation
Function Applications Pack
Summative: Group Project
Packet of function application problems including linear, quadratic, cubic, exponential growth, inverse, square root and step
Function Applications Quiz (Free Throws)
Summative: Written Test
Students use a linear model to create a table, graph and function rule and make predictions.
Unit 3 Quiz.docx
Functions Applications key.docx
Activity 3.4.3 Free Throws application quiz.docx

Resources

Professional & Student
Professional
Department developed materials
Internet
Google Drive
SDE Algebra 1 Moodle,
computer/projector

Student
Handouts

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Art & Engineering-Creating your own function machine.

Unit Planner: Linear Functions
Algebra I

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 13 - Week 21

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Linear Functions

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Linear Functions

- slope
- intercepts
- linear inequalities
- two points

Lens: patterns

Generalizations / Enduring Understandings

Strand 1: Graphing
Concepts:

- slope
- intercepts
- linear inequalities

Generalization: Characteristics of linear equations and inequalities, including slope and intercepts determine the graph of a linear function and inequality.

Strand 2: Writing
Concepts:

- two points
- slope

Generalization: Two points define a linear function. A point and a slope define a linear function.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is slope? (S1)
- What is needed to graph a linear equation? (S1)
- What are the intercepts? (S1)
- What is a linear function? (S1/S2)
- What is the process of writing a linear equation given two points? (S2)
- What is the process of writing a linear equation given a point and a slope? (S2)

Conceptual:

- How do representations of linear functions differ? (S2)
- What is the significance of a linear function's slope and *y*-intercept? (S1/S2)

Provocative:

- How may linear functions model real-world situations? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

HSF-LE.A.1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

HSF-LE.B. Interpret expressions for functions in terms of the situation they model.

HSF-LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Graph linear functions and inequalities
- Write equations of linear functions

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Analyze the graph of a linear function and inequality
- Write equations of linear functions

Core Learning Activities

Analyze the graph of a linear function and inequality

- Graph a linear equation given standard form.
- Graph a linear equation given slope-intercept form.
- Graph a linear equation given point-slope form.
- Graph a linear inequality given standard form.
- Graph a linear inequality given slope-intercept form.
- Graph a linear inequality given standard form.
- Graph a linear equation given a point and a slope.
- Graph a linear equation given two points.
- Given modeled data, determine the correlation is linear.
- Determine the slope of a line given a graph.
- Graph parallel and perpendicular lines.
- Graph horizontal and vertical lines.
- Model linear applications with a graph.
- Determine if a given function is linear.

Write equations of linear functions

- Write the linear equation given two points.
- Write the linear equation given a point and a slope.
- Write the linear equation given a graph.
- Write the linear equation of a parallel line.
- Write the linear equation of a perpendicular line.
- Write the linear equation of a horizontal line.
- Write the linear equation of a vertical line.
- Write the linear equation in standard form.
- Write the linear equation in point-slope form.
- Write the linear equation in slope-intercept form.
- Write the linear inequality given a graph.
- Model linear applications with an equation.
- Interpret a linear application.
- Determine the line of best fit given data modeling linear correlation.

Assessments

Slope and Slope-Intercept Form of a Line Assessment

Resources

Professional & Student

Professional

Summative: Written Test Test on slope and slope-intercept form including horizontal and vertical lines 22. Linear Unit Test 2017.docx	SDE of CT Algebra 1 Moodle Texas Instruments TI-84+ Google Drive Department developed materials **Student** Internet Handouts Graphing calculator
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections *Interdisciplinary with Health*-**Charting your Calories** Students chart their calorie intake. Graph the average per day on a scatter plot, and draw a line of best fit.

Unit Planner: Systems of Equations and Inequalities
Algebra I

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 22 - Week 26

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Systems of Equations and Inequalities

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Systems of Equations and Inequalities

- Consistent
- Inconsistent
- Unique solution
- Solution region
- Graph

Lens: Systems

Generalizations / Enduring Understandings

Strand 1: Graphical Representation
Concepts:

- Consistent
- Inconsistent
- Unique solution

Generalization: Determining the solution of a system of linear equations by graphing results in a consistent, inconsistent, or a unique solution.

Strand 2: Algebraic Representation
Concepts:

- Consistent
- Inconsistent
- Unique solution

Generalization: Determining the solution of a system of linear equations by algebraic means results in a consistent, inconsistent, or a unique solution.

Strand 3: Inequalities
Concepts:

- Solution region

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- How is the solution to a system defined? (S1/S2/S3)
- How is a consistent solution represented on a graph? (S1)
- How is an inconsistent solution represented on a graph? (S1)
- How is a unique solution represented on a graph? (S1)
- How is a consistent solution represented algebraically? (S2)
- How is an inconsistent solution represented algebraically? (S2)
- How is a unique solution represented algebraically? (S2)
- How is a solution to a system of inequalities represented? (S3)
- How can a system of inequalities whose solution will encompass the entire coordinate plane, be constructed? (S3)

Conceptual:

- How can inconsistent solutions be determined by

- Graph

Generalization: Determining the solution of a system of linear inequalities by graphing results in a solution region.

inspection? (S1/S2)
- How can consistent solutions be determined by inspection? (S1/S2)
- How can unique solutions be determined by inspection? (S1/S2)
- How is no solution within a system of inequalities represented? (S3)
- What is the difference between all real numbers and infinitely many solutions? (S1/S2/S3)

Provocative:

- Which type of system, equations or inequalities, is more applicable to everyday life? (S1/S2/S3)
- When is it more appropriate to use a system of equations versus inequalities? (S1/S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations & Inequalities

HSA-REI.C. Solve systems of equations.

HSA-REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HSA-REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

HSA-REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematical Practice

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MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph systems of linear equations/inequalities
- Solve systems of linear equations algebraically

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Use a graphing calculator to find intersections.
- Write systems of equations and inequalities to solve applied problems.
- Solve systems using appropriate methods.

Core Learning Activities

Use a graphing calculator to find intersections.

- Graph systems by hand and identify solutions.

Solve systems using appropriate methods.

- Solve the system of equation by
  - Graphing
  - Substitution
  - Elimination
- Solve the system of inequalities by graphing

Write systems of equations and inequalities to solve applied problems.

- define variables
- write answers in the context of the problem

Assessments

Systems of Equations and Inequalities Test Review
Summative: Written Test
11. Review for Test on Systems.pdf

Resources

Professional & Student

Professional
Department developed materials
Google Drive
SDE of Ct Algebra 1 Moodle
TI 84 calculators

Students
Handouts
TI-84 Calculators

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Fishing Limits
Do oceans support unlimited number of fish? Can you mathematics to set fishing limits so so that this valuable food resource is not endangered?
Find article about endangered species and use the information to discuss.

Unit Planner: Intro to Exponential Functions
Algebra I

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 27 - Week 31

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Intro to Exponential Functions

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Exponents

- Exponential growth
- Exponential decay
- Compound interest
- Growth
- Decay
- Exponential expressions
- Properties of exponents

Lens: Patterns

Generalizations / Enduring Understandings

Strand 1: Graphing
Concepts:

- Exponential growth
- Exponential decay

Generalization: Exponential functions model both growth and decay applications.

Strand 2: Applications
Concepts:

- Compound interest
- Growth
- Decay

Generalization: Exponential function model real-world applications including compound interest, growth, decay.

Strand 3: Properties
Concepts:

- Exponential expressions

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What do the parameters of exponential function represent on a graph? (S1)
- What operations are used to simplify exponential expressions? (S3)
- How are numbers less than one represented using exponents? (S1/S3)
- What are the keywords that signify an exponential growth/decay situation? (S2)
- What is the compound interest formula? (S2)
- What is a half-life? (S2)

Conceptual:

- How does growth compare to decay on a graph? (S1)
- When does the order matter for properties of exponents when simplifying exponential expressions? (S3)
- How is linear growth different from exponential

• Properties of exponents Generalization: Properties of exponents simplify exponential expressions.	growth? (S1/S2) Provocative: • What field of science uses exponential growth or decay and in what applications? (S1/S2) • Why is exponential growth or decay important in sciences? (S1/S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

HSF-LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

HSF-LE.A.1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

HSF-LE.B. Interpret expressions for functions in terms of the situation they model.

HSF-LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.

Mathematical Practice

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MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Graph exponential functions
- Model exponential applications
- Apply properties of exponents

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Graph and analyze exponential functions
- Model exponential applications both graphically and algebraically
- Simplify exponential expressions

Core Learning Activities

Graph and analyze exponential functions

- Graph exponential functions
- Identify parameters of given exponential function
- Write the exponential function given a graph

Model exponential applications both graphically and algebraically

- Given an application, write the exponential function and solve
- Represent the application on a coordinate plane and solve
- Define variables, write the answer in the context of the problem

Simplify exponential expressions

- Apply the properties of exponential expressions including
  - product of powers
  - power of a power
  - quotient of powers
  - zero exponents
  - negative exponents

Assessments

Exponential test review
Summative: Written Test
16. Test Review.pdf

Resources

Professional & Student

Professional
Department developed materials
Google Drive
SDE of Ct Algebra 1 Moodle
Online resources

Students
Handouts
TI-84 Calculator

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Interdisciplinary with Personal Finance-**Buying a Car**
Students will learn how to calculate simple interest and compound interest.

Interdisciplinary with Science-**Cell Growth/Decay**

• Problem Solving	M&M activity. Students will learn about the growth of a cell in the human body by using M&Ms.

Unit Planner: Polynomial Functions
Algebra I

Tuesday, May 7, 2019, 3:20PM

Newtown High School > 2018-2019 > Grade 9 > Mathematics > Algebra I > Week 31 - Week 38

Last Updated: Monday, April 15, 2019 by Charlotte Cavataro

Polynomial Functions

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Sherman, Karen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Polynomials

- Number of terms
- Degree
- Standard form
- Factor
- Vertex
- Axis of Symmetry
- Extrema
- Solution(s)
- Graphical representation
- Algebraic means

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Fundamentals of polynomials
Concepts:

- Number of terms
- Degree
- Standard form

Generalization: Polynomial expressions simplify to standard form.
The number of terms and degree classify a polynomial.

Strand 2: Factor polynomials
Concepts:

- Factor

Generalization: Factor to change the form of a polynomial.

Strand 3: Graph quadratics
Concepts:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- How does the classification of the polynomial correspond to the degree of the function? (S1)
- How are polynomial expressions classified? (S1)
- What is the standard form of a polynomial expression? (S1)
- What are the different forms of a quadratic function? (S3)
- What are the different methods of factoring? (S2)
- What methods are used to solve quadratic equations? (S4)
- What is the vertex? (S3)
- What are the intercepts? (S3)
- What is the axis of symmetry? (S3)
- How are solutions represented on a graph? (S4)

Conceptual:

- intercepts
- vertex
- axis of symmetry
- extrema

Generalization: Intercepts, vertices, the axis of symmetry, and extrema construct quadratic graphs.

Strand 4: Solve quadratics
Concepts:

- Solution(s)
- Graphical representation
- Algebraic means

Generalization: The solution(s) of quadratic functions are determined using graphical and algebraic means.

- When are the different methods for solving quadratic equations used? (S4)
- What indicates the most efficient method of factoring a polynomial expression? (S2)
- How do the parameters of the quadratic effect the graph of the curve? (S3)
- How are factoring and solving related? (S2/S3)

Provocative:

- How are quadratic functions used to model real-world situations? (S3/S4)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

Arithmetic with Polynomials & Rational Functions

HSA-APR.A. Perform arithmetic operations on polynomials.

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

HSA-APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Reasoning with Equations & Inequalities

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Mathematical Practice

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MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Classify polynomials
- Factor polynomials
- Recognize and Solve quadratics
- Graph quadratics
- Simplify Polynomials

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Identify degree and number of terms to classify polynomials.
- Factor polynomials
- Recognize and solve quadratic function
- Analyze graphs of quadratic functions

Core Learning Activities

Identify degree and number of terms to classify polynomials.

- Name polynomial based on the degree
- Name polynomial based on the number of terms
- Simplify and rewrite polynomial in standard form

Factor polynomials

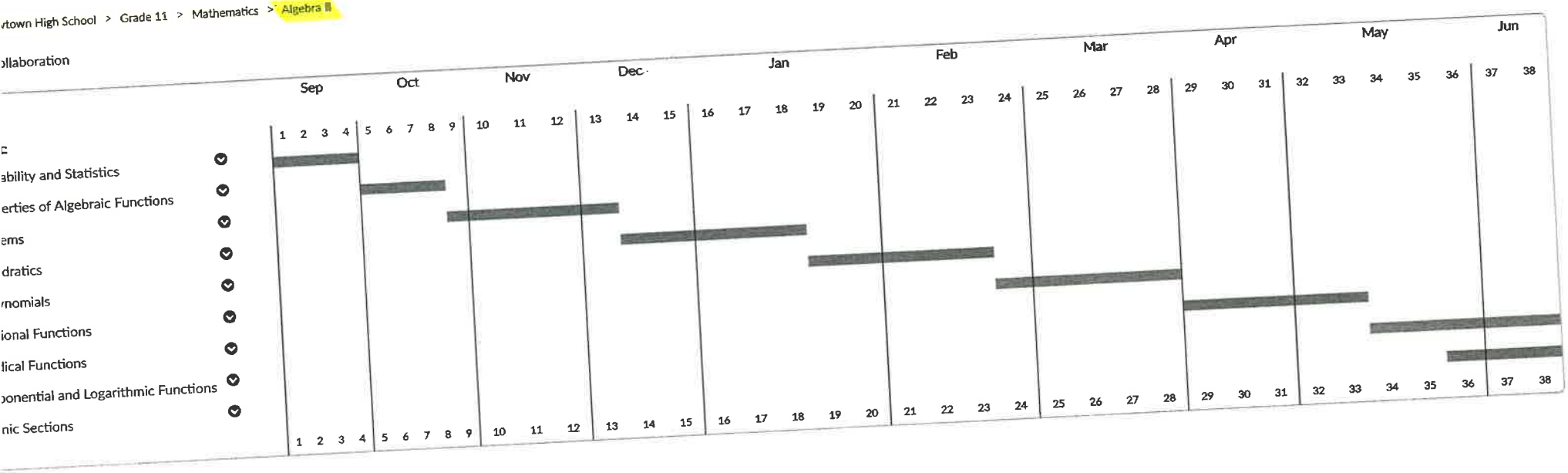
- Factor polynomials by
  - Greatest common factor
  - Grouping
- Factor quadratics by
  - Greatest common factor
  - the difference of perfect squares
  - perfect square trinomial
  - split the middle term/guess and check

	Recognize and solve a quadratic function
	
	• Solve quadratic by
	  ○ graphing
	  ○ factoring
	  ○ quadratic formula
	  ○ square roots
	
	Analyze graphs of quadratic functions
	
	• List critical information given a graph
	• Graph given critical information
	• Graph quadratic from standard form
	• Graph quadratic from vertex form

Assessments **Quadratics test review** **Summative: Written Test** 8. Quadratics Test Review (1).pdf	Resources *Professional & Student* **Professional** Department developed materials Google Drive SDE Moodle CCSM core curriculum and activities **Student** Handouts
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	Interdisciplinary Connections **Golden Ratio-Performance Task** Connecting the Golden Ratio to student's environment. Writing a discussion/prompt-What is this number and how can it help decorate your room?

Newtown Public Schools
Algebra II

llaboration



Unit Planner: Probability and Statistics
Algebra II

Tuesday, May 7, 2019, 3:28PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 1 - Week 4

Last Updated: Sunday, May 5, 2019 by Kelly Murphy

Probability and Statistics

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Probability and Statistics

- multiplication counting principle
- permutations
- combinations
- sample space
- compound events
- conditional probability
- measures of central tendency
- distributions
- normal distribution
- standard deviation
- outliers

Lens: data analysis

Generalizations / Enduring Understandings

Strand 1: Counting methods

Concepts:

- multiplication counting principle
- permutations
- combinations
- sample space

Generalization: Multiplication counting principle, permutations, and combinations determine sample space.

Strand 2: Probability

Concepts:

- compound events
- conditional probability

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What is the multiplication counting principle? (S1)
What is a permutation? (S1)
What is a combination? (S1)
What are ways to diagram the multiplication counting principle? (S1)
What is independent probability? (S2)
What is conditional probability? (S2)
What are compound events? (S2)
What is standard deviation? (S3)
What are the measures of central tendency? (S3)
What makes up a normal distribution? (S3)

Conceptual:

How can we choose an appropriate method to collect, display, summarize and analyze a data set? (S3)
What is standard deviation an indicator of and what

Generalization: The probability of compound events requires conditional probability. Strand 3: Data analysis Concepts: • measures of central tendency • distributions • normal distribution • standard deviation • outliers Generalization: Measures of central tendency and standard deviation describe distributions. Normal distributions describe a set of data and identify outliers.	does standard deviation tell you about the nature of your data set? (S3) How does the assumption of normal data allow us to make prediction about a population? (S3) How can the statistical study of a population in general help make predictions about a group in the future and/or quantify the likelihood of a specific outcome? (S3) What is the value of using statistical methods and models to make decisions and answer questions in a variety of situations? (S3) How can the reliability of a source/sample be determined? (S3) Provocative: How can statistics be manipulated to say what statisticians want to say? (S3) How does the understanding of statistics help a person be a critical consumer of information? (S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Stats/Prob

Interpreting Categorical & Quantitative Data

HSS-ID.A. Summarize, represent, and interpret data on a single count or measurement variable

HSS-ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

HSS-ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

HSS-ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

HSS-ID.A.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.

HSS-ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables

HSS-ID.B.6. Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HSS-ID.C. Interpret linear models

HSS-ID.C.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

HSS-ID.C.9. Distinguish between correlation and causation.

Making Inferences & Justifying Conclusions

HSS-IC.A. Understand and evaluate random processes underlying statistical experiments

HSS-IC.A.1. Understand that statistics is a process for making inferences about population parameters based on a random sample from that population.

HSS-IC.A.2. Decide if a specified model is consistent with results from a given data-generating process, e.g. using simulation.

Conditional Probability & the Rules of Probability

HSS-CP.A. Understand independence and conditional probability and use them to interpret data

HSS-CP.A.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

HSS-CP.A.3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

HSS-CP.A.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

HSS-CP.B. Use the rules of probability to compute probabilities of compound events in a uniform probability model

HSS-CP.B.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A and interpret the answer in terms of the model.

HSS-CP.B.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

HSS-CP.B.8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

HSS-CP.B.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions

HSS-MD.B. Use probability to evaluate outcomes of decisions

HSS-MD.B.6. (+)Use probabilities to make fair decisions

HSS-MD.B.7.(+) Analyze decisions and strategies using probability concepts

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- differentiate between applications requiring combinations or permutations
- calculate probability
- define "random"
- differentiate between population vs. samples
- observe studies vs. experiments, pros/cons, correlations/causation
- illustrate general probability distributions
- interpret margins of error, looking at where 90% or 95% of sample means fall after repeated simulations to estimate a margin of error
- compare distributions from two treatments to estimate significant differences between treatments
- apply percentages using area, spreadsheets, bar graphs

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Create and understand binomial distributions.
- Use counting methods to calculate probability
- Use measures of central tendency
- Analyze data
- Use standard deviation
- Apply normal distributions and probability

Core Learning Activities

Create and understand binomial distributions.
Use counting methods to calculate probability.

- differentiate between types of counting methods
  - multiplication counting principle
  - permutations
  - combinations
- calculate combinations and permutations
- calculate independent and conditional probability
- apply binomial theorem

Use measures of central tendency.

- calculate mean, median, mode using technology
- interpret data using technology
- identify outliers

Analyze data.

- interpret data
  - scatterplot
  - double frequency table
  - histogram
- use percentiles to describe data
- determine margin of error

Use standard deviation.

- calculate standard deviation using technology

Apply normal distributions and probability.

- calculate z score

Calories-AS1.pdf
Calories-AS2.pdf
Orbit-AS-Debris.pdf
Orbit-AS-Effects.pdf

Assessments

Statistics Test A.pdf
Probability Test A.pdf

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Business

- Calculate risk of insuring individuals.

Biology

- Calculate effectiveness of medical treatments.
- Administering proper doses of medicine based on age and comparative data.
- Determine risk factors of inherited conditions.

Sports

- Determine profitability of an outcome based on collected data/ previous performances.

Unit Planner: Properties of Algebraic Functions
Algebra II

Tuesday, May 7, 2019, 3:29PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 5 - Week 8

Last Updated: Sunday, May 5, 2019 by Kelly Murphy

Properties of Algebraic Functions

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Functions

- paired data
- continuous/discrete
- notation (set/inverval)
- transformations
- parent function
- pattern
- reflections
- functions
- restrictions
- composition
- domain/restriction
- notation

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Domain and range

Concepts:

- paired data
- continuous/discrete function
- notation (set/interval)

Generalization: Paired data creates a variety of continuous or discrete relationships which is clearly defined by using set or interval notation.

Strand 2: Tranformations

Concepts:

- transformations
- parent function
- pattern

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

In what ways can you distinguish between a relation and a function? (S1)
What is domain/range? (S1)
What is the difference between interval and set notation? (S1)
What is a function? (S1)
What are the transformations applied to parent functions? (S2)
How can inverses be proven? (S3)

Conceptual

Why does the composition prove two functions are inverse? (S3)
How come domain restrictions are necessary within piecewise functions? (S4)
How can you compare and contrast different methods to

Generalization: Patterns dictate transformations of parent functions.

Strand 3: Inverse function
Concepts:

- reflections
- functions
- restrictions
- composition

Generalization: A function and its inverse are reflections which may require restrictions and can be proven by composition.

Strand 4: Piecewise function
Concepts:

- domain/restriction
- notation

Generalization: Piecewise functions model authentic relationships.
Piecewise functions are defined by specific domain restrictions and require precise notation.

represent mathematical relationships? (S2)
How can you modify an existing function to create a new one? (S2)

Provocative:
How/where are piecewise functions used outside of the math classroom? (S4)
Why do we need inverse functions? (S3)
How reliable are predictions when using models? (S4)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Interpreting Functions

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

HSF-IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

HSF-IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

HSF-IF.C.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

HSF-IF.C.7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

HSF-IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

HSF-IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

HSF-IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

HSF-IF.C.8b. Use the properties of exponents to interpret expressions for exponential functions.

HSF-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Building Functions

HSF-BF.A. Build a function that models a relationship between two quantities.

HSF-BF.A.1. Write a function that describes a relationship between two quantities.

HSF-BF.A.1c. (+) Compose functions.

HSF-BF.B. Build new functions from existing functions.

HSF-BF.B.4. Find inverse functions.

HSF-BF.B.4b. (+) Verify by composition that one function is the inverse of another.

HSF-BF.B.4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

HSF-BF.B.4d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- define relation, function, domain/range
- map diagrams to represent functions and relations
- apply function notation to relations that pass the vertical line test
- restrict domain and range
- represent real world situations using piecewise functions through graphing
- assess functions and any restrictions set on the graph (asymptotes)
- manipulate a function both algebraically and graphically to determine its inverse

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Write domain/range using appropriate notation, in multiple forms given varied models.
- Construct piecewise graphs from functions or data.
- Construct piecewise definition from a graph.
- Categorize family of functions by inspection of an equation, a graph, or a set of data.
- Interpret how parameters cause transformations in algebraic functions.
- Apply algebraic and graphical means to prove a function's inverse exists.

Core Learning Activities

Write domain/range using appropriate notation, in multiple forms given varied models.

- Write domain/range in interval and set notation from modeled relations and functions
- Identify continuous and discrete models

Categorize family of functions by inspection of an equation, a graph, or a set of data.
Interpret how parameters cause transformations in algebraic functions.

- Identify patterns of parent functions
- Use patterns to transform parent functions
- Create definitions from graphs

Construct piecewise graphs from functions or data.
Construct piecewise definition from a graph.

- Graph based on definitions
- Write definitions based on graphs
- Write definition given authentic problems

Apply algebraic and graphical means to prove a function's inverse exists.

- Graph by inverting ordered pairs
- Create inverse functions by reflecting over y=x
- Create inverse function algebraically
- Compose functions to prove inverse

*The inverse section can be included in unit 7 (radical functions)

HowShouldIMove-AS-Graphs.pdf
HowShouldIMove-AS-Comparison.pdf
HowShouldIMove-AS-Questions.pdf

Assessments

Functions Equations & Graphs
Summative: Written Test

Sample Functions Test Questions.pdf

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems

	succinctly. **Business** • Analyze a business billing plan with multiple conditions to generalize and write own business billing plan.*(Piecewise functions)* • Analyze the affects of a sale vs discounted pricing to generalize and write own business sale plan. *(Composition of functions)*

Unit Planner: Systems Algebra II

Tuesday, May 7, 2019, 3:30PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 9 - Week 13

Last Updated: Sunday, May 5, 2019 by Kelly Murphy

Systems

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Systems

- solution
- types of systems
- graphical representation
- algebraic manipulation
- solution
- graphical representation
- algebraic manipulation
- optimization
- system of constraints
- feasible region

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Linear systems

Concepts:

- solution
- types of systems
- graphical representation
- algebraic manipulation

Generalization: Types of systems determines the number of solutions.
Linear systems are solved using graphical or algebraic means.

Strand 2: Nonlinear systems

Concepts:

- solution
- graphical representation
- algebraic manipulation

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What methods can be used to solve linear systems? (S1)
What method is best suited to solve a particular system? (S1/S2)
What does the solution to a system represent? (S1/S2)
What are the different types of systems? (S1/S2)
What is a constraint? (S3)
What is a feasible region? (S3)
How do you determine the optimal point? (S3)
What is linear programming? (S3)

Conceptual:

What is the connection between the graph of a system and its solution set? (S1/S2)
Which methods can be used to solve both linear and non linear systems? (S1/S2)
What are the limits to some of the methods for solving? (S1/S2)

Generalization: Systems composed of varying function types determine the number of solutions. Nonlinear systems are solved using graphical or algebraic means. Strand 3: Linear programming Concepts: • optimization • system of constraints • feasible region Generalization: System of constraints calculate optimized output within the feasible region.	How do linear systems enable you to make choices for maximum profit, minimum cost and business applications? (S3) Provocative: How/where are systems used to determine the most cost effective option given a number of constraints? (S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Reasoning with Equations & Inequalities

HSA-REI.C. Solve systems of equations.

HSA-REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

HSA-REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

CCSS: HS: Modeling

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- define linear functions as a having a constant rate of change and a degree of one
- identify non linear functions
- construct graphs from functions and definitions from graphs
- apply a variety of techniques to solving systems
- apply real world meaning to graphical representations given a situation
- classify systems and how to solve based on information provided
- interpret feasible regions while linear programming
- optimize results in linear programming feasible region

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Graph functions
- Use a graphing calculator to find intersections
- Write systems of equations and solve applied problems
- Solve systems using appropriate methods (graphing, substitution, combination)
- Optimize within a feasible region when linear programming

Core Learning Activities

Graph functions.
Use a graphing calculator to find intersections.

- Graph systems by hand and identify solutions

Solve systems using appropriate methods.

- Identify what method is most appropriate to a given system.
- Solve a system using
  - Graphing
  - Substitution
  - Elimination

Write systems of equations and solve applied problems.
Optimize within a feasible region when linear programming.

- Define variables given applied problems
- Graph inequalities with appropriate format
- Use feasible region to determine test points

Supply-AS-sheet1.pdf
Supply-AS-sheet2.pdf

Assessments

How do we solve systems?
Formative: Other Visual Assessments
White board exercises
How do we graph system of inequalities?
Formative: Other Visual Assessments
White Board exercises
Linear Programming Assessment
Summative: Written Report
Take-home quiz
Unit Test on linear systems
Summative: Written Test
Sample test questions systems.pdf
sample test questions - lp.pdf

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Interdisciplinary Connections

Writing

Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	• Use formal writing techniques along with precise math vocabulary. • Express corrections to error analysis problems succinctly. **Business** • Compare one ore more business models seeking optimal time for customer engagement. • Analyze a business model to maximize profit, minimizing cost.*(Linear Programming)*

Unit Planner: Quadratics
Algebra II

Tuesday, May 7, 2019, 3:31PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 14 - Week 18

Last Updated: Sunday, May 5, 2019 by Kelly Murphy

Quadratics

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Quadratics

- intercepts
- vertex
- axis of symmetry
- extrema
- patterns
- real zeros/roots
- simple radical form
- square roots
- complex numbers
- conjugates
- incomplete quadratic equations
- perfect square trinomial
- quadratic formula
- discriminant

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Graphing

Concepts:

- intercepts
- vertex
- axis of symmetry
- extrema

Generalization: Intercepts, vertices, axis of symmetry, and extrema construct quadratic graphs.

Strand 2: Factoring

Concepts:

- patterns

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

How do you find x-intercepts or solve when y=0? (S1)
What is a perfect square trinomial? (S4)
What does the discriminant determine? (S4)
What is the relationship between the number of real roots and the graph of a quadratic equation? (S1)
What is a conjugate? (S3)
What is a complex number? (S3)
What do extrema represent? (S1)

Conceptual:

How are quadratic functions used to model actual data? (S1)
Why does the relationship between the number of real

- real zeros/roots

Generalization: Factor patterns identify roots.

Strand 3: Square roots
Concepts:

- simple radical form
- square roots
- complex numbers
- conjugates
- incomplete quadratic equations

Generalization: Square root procedures resolve incomplete quadratic equations.
Complex conjugates eliminate the imaginary number.
Simplified radicals rewrite numbers in a consistent form.

Strand 4: Completing the square
Concepts:

- perfect square trinomial
- quadratic formula
- discriminant

Generalization: Completing the square derives the quadratic formula.
The discriminant determines the number and type of solutions.

roots and the graph of a quadratic equation exist? (S1-S4)
Why are conjugates necessary? (S3)
Why might a specific method be chosen to solve a given quadratic equation? (S1-S4)

Provocative:
How do quadratic functions model projectile motion? (S1-S4)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Complex Number System

HSN-CN.C. Use complex numbers in polynomial identities and equations.

HSN-CN.C.7. Solve quadratic equations with real coefficients that have complex solutions.

HSN-CN.C.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

HSN-CN.C.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.

Reasoning with Equations & Inequalities

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.4. Solve quadratic equations in one variable.

HSA-REI.B.4a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

HSA-REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the

quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

HSF-IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

HSF-IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

HSF-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

HSF-LE.A.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- Apply Skill & concepts-solving quadratic equations
- Analyze data tables using strategic thinking/reasoning to determine if quadratic
- Evaluate how to most efficiently solve quadratics by describing, comparing and contrasting solution methods

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Graph parabolas given standard and vertex form
- Solve all types of quadratic equations for real and/or complex roots
- Analyze a graph for maximum, minimum, y-intercept and x-intercepts
- Factor quadratics
- Apply characteristics of a quadratic function and graph to real-world applications
- Determine best method to solve quadratic equation

Core Learning Activities

Construct quadratic definition given graph
Graph parabolas given standard and vertex form.
Analyze a graph for maximum, minimum, y-intercept and x-intercepts.

- Graph parabolas given both standard and vertex form
- Identify key points of quadratic given quadratic function
- Given key points write definition of a quadratic function

Factor quadratics

- Construct quadratic definition given graph

- Factor by
  - Greatest common factor
  - Difference of perfect squares
  - Perfect square trinomial
  - Lead coefficient
  - Four term polynomial
- Identify best factoring method
- Create factors using zeros

Solve all types of quadratic equations for real and/or complex roots.
Determine best method to solve quadratic equation

- Use discriminant to determine best method to solve
- Simplify square root
- Complete the square
- Factor
- Apply quadratic formula
- Graph
- Simplify complex numbers

Apply characteristics of a quadratic function and graph to real-world applications

EggLaunch-AS-sheet1.pdf
MaxMinZeros-OV-UsingCalc.pdf
Regression-OV-UsingCalc(1).pdf

Assessments

Solving quadratic equation in one variable - factoring
Summative: Written Test
Use completing the square to solve.
Formative: Other Visual Assessments
Use white boards
Use completing the square to solve quadratic equation - including complex #
Summative: Written Test
Solving all types of quadratic equations
Formative: Other written assessments
1 of each problem
Solving quadratics using all methods
Summative: Written Test
sample test questions - quadratics.pdf

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Physical Education

- Improve game (archery, baseball/softball, basketball, tennis, volleyball, diving)based on

	vertical motion. **Business** • Maximize/minimize area to maximize profit, minimizing cost.

Unit Planner: Polynomials
Algebra II

Tuesday, May 7, 2019, 3:32PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 19 - Week 23

Last Updated: Sunday, May 5, 2019 by Kelly Murphy

Polynomials

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Polynomials

- end behavior
- zeros
- multiplcity
- degree
- solving
- long division
- synthetic division
- synthetic substitution (remainder theorem)
- factorization
- factor theorem
- remainder theorem
- rational root theorem
- imaginary root theorem
- irrational root theorem
- fundamental theorem of algebra
- binomial theorem

Lens: Interactions

Generalizations / Enduring Understandings

Strand 1: Graphing

Concepts:

- end behavior
- zeros
- multiplcity
- degree

Generalization: End behavior, zeros, multiplicity, and degree determine shape of graph.

Strand 2: Factoring by division

Concepts:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

How is degree of a polynomial related to its end behavior? (S1)
How is degree of a polynomial related to its zeros? (S1)
What are the special theorems? (S3)
How does multiplicity effect the graph? (S1)
Can you use fractions for zeros for synthetic division? (S2)
How do you determine the multiplicity? (S1)
What are conjugates? (S3)
How is the zero determined when applying synthetic division? (S2)
What is a zero? (S1)

- long division
- synthetic division
- factorization

Generalization: Synthetic and long division aids in the factorization of polynomials.

Strand 3: Special Theorems
Concepts:

- factor theorem
- remainder theorem
- rational root theorem
- imaginary root theorem
- irrational root theorem
- fundamental theorem of algebra
- binomial theorem

Generalization: Factor, remainder, rational root, imaginary root, irrational root, binomial theorems and the fundamental theorem of algebra provide critical information about a polynomial.

Conceptual:
How do the x-intercepts relate to the structure of the polynomial? (S1)
What is the relationship between a polynomial function and its graph? (S1)
How can we find the characteristics of a polynomial function? (S3)
What is the relationship between long division and synthetic division? (S2)
How is synthetic division used to factor a polynomial? (S2)
What is the relationship between the degree of the original polynomial and its quotient after synthetic division? (S2)
Why do some zeros have conjugates while others do not? (S3)
What is the difference between a zero and a root? (S1-S3)

Provocative:
Why are conjugates necessary? (S3)
How come not every polynomial is factorable? (S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Complex Number System

HSN-CN.C. Use complex numbers in polynomial identities and equations.

HSN-CN.C.7. Solve quadratic equations with real coefficients that have complex solutions.

HSN-CN.C.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

HSN-CN.C.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

CCSS: HS: Algebra

Seeing Structure in Expressions

HSA-SSE.A. Interpret the structure of expressions.

HSA-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

Arithmetic with Polynomials & Rational Functions

HSA-APR.A. Perform arithmetic operations on polynomials.

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

HSA-APR.B.2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on

division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).

HSA-APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

HSA-APR.C. Use polynomial identities to solve problems.

HSA-APR.C.4. Prove polynomial identities and use them to describe numerical relationships.

HSA-APR.C.5. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Understand the relationship between a graph and its factors, degree and # of zeros, both real and complex
- Describe, compare and contrast solution methods to find x-intercepts
- Apply long and synthetic division to solve polynomial equations
- Apply long and synthetic division to factor polynomial expressions
- Apply special theorems

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Given a graph, write factors of polynomial
- Given a polynomial, graph
- Given factors, write in standard form
- Use special theorems to identify key criteria about a polynomial

Core Learning Activities

Given a graph, write factors of polynomial.

- identify zeros
- identify multiplicity
- identify local min/max using a graphing utility

Given a polynomial, graph.

- identify end behavior
- factor to determine multiplicities and zeros
- plot all intercepts

Given factors, write in standard form.

- state the binomial theorem
- multiply polynomials

Use special theorems to identify key criteria about a polynomial.

- use factor theorem to factor
- use remainder theorem
    - find zeros
    - determine ordered pairs
- use rational root theorem to list possible rational roots
- use imaginary root theorem to find additional conjugate root to create polynomial equations
- use irrational root theorem to find additional conjugate root to create polynomial equations
- use fundamental theorem of algebra to identify

	number of complex solutions BuildingPolys-AS-Building.pdf BuildingPolys-AS-Backwards.pdf BuildingPolys-AS-HigherDegree.pdf
Assessments Sample Assessment Problems.docx	Resources *Professional & Student* • Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009 • Ancillaries • Math department generated materials • Department reference books • Internet resources
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	Interdisciplinary Connections **Writing** • Use formal writing techniques along with precise math vocabulary. • Express corrections to error analysis problems succinctly. **Business** • Maximize volume with specified dimensions.

Unit Planner: Rational Functions
Algebra II

Tuesday, May 7, 2019, 3:33PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 24 - Week 28

Last Updated: Friday, April 26, 2019 by Kelly Murphy

Rational Functions

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Rational functions

- lowest term
- operations
- solving
    - extraneous solutions
- reciprocal function
- asymptotes
- end behavior
- discontinuity

Lens: Interpretation

Generalizations / Enduring Understandings

Strand 1: Fractions
Concepts:

- lowest terms
- operations
- solving
    - extraneous solutions

Generalization: Operations reduce rationals into lowest terms.
Extraneous solutions may occur when solving rational equations.

Strand 2: Graphing
Concepts:

- reciprocal function
- asymptotes
- end behavior
- discontinuity

Generalization: The reciprocal function is the parent

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is an asymptote? (S2)
When is a common denominator necessary? (S1)
What is an extraneous solution? (S2)
What rules dictate end behavior asymptotes? (S2)

Conceptual:
How can we compare the rules for simplifying and performing operations for rational numbers with the related rules for rational expressions? (S1)
How can we utilize knowledge of critical points, points of discontinuity and end-behavior to predict, visualize and sketch a graph of a rational function? (S2)
Why do rational equations generate extraneous solutions? (S1)

Provocative:
How is factoring useful? (S1/S2)

function of all rational functions. Removable discontinuities, asymptotes, and end behavior dictate graphs of rational functions.	

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Arithmetic with Polynomials & Rational Functions

HSA-APR.D. Rewrite rational expressions.

HSA-APR.D.6. Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

HSA-APR.D.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Define rational function.
- Classify reciprocal functions and translations
- Analyze end behavior including asymptotes
- Interpret domain and range restrictions
- Compute products, quotients, sums and differences of rational expressions
- Find removable discontinuities, asymptotes and end behavior of rational functions
- Graph complex rational functions using aforementioned properties
- Compare expressions versus equations, connect manipulation versus alteration
- Solve rational equations
- Investigate extraneous roots

Critical Content & Skills	Core Learning Activities

*What students must **KNOW and be able to DO***
Students will be able to:

- Factor and simplify rational expressions.
- Apply operations on rational expressions, (include simple and complex fractions).
- Solve rational equations and identify extraneous solutions.
- Set-up and solve applications of rational equation problems
- Understand domain/range and restricted domain values.
- Graph and transform reciprocal functions.
- Graph rational functions

Factor and simplify rational expressions.
Apply operations on rational expressions, (include simple and complex fractions).

- Add/subtract rational expressions.
  - identify lowest common denominator
- Multiply/divide rational expressions.
- Operations with complex fractions

Solve rational equations and identify extraneous solutions.
Set-up and solve applications of rational equation problems

- Identify when to
  - cross multiplication is applicable
  - multiply by the lowest common multiple
- Check for extraneous solutions.

Understand domain/range and restricted domain values.
Graph and transform reciprocal functions.
Graph rational functions

- Identify all points of discontinuity
  - Holes
  - Vertical asymptotes
- Identify end behavior asymptote
  - may use synthetic division
- Identify all intercepts.
- Test points as needed. (no calculator)

Grad standard rational functions.pdf

Assessments

Sample Rational Function Test Questions.pdf

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Chemistry/Biology

- Determine time medicine takes to permeate the body.

Physics

	• Explore relationships between currents (river and air), as related to time.

Unit Planner: Radical Functions
Algebra II

Tuesday, May 7, 2019, 3:36PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 29 - Week 33

Last Updated: Friday, April 26, 2019 by Kelly Murphy

Radical Functions

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Radical Functions

- index
- simple radical form
- operations
- rationalize
- rational exponent
- inverse operation
- extraneous solution(s)
- inverse
- domain restriction
- transformations

Lens: patterns

Generalizations / Enduring Understandings

Strand 1: Simplification

Concepts:

- index
- simple radical form
- operations
- rationalize
- rational exponent

Generalization: The index drives simplification of radical expressions including operations and rationalization. Operations with rational exponents transform into simplified radical form.

Strand 2: Solving

Concepts:

- inverse operation
- extraneous solution(s)

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What are some of the various methods that can be used to determine if two functions/relations are inverse of each other? (S3)
What is the number under the radical called? (S1)
Where is the index located? (S1)
What is an extraneous solution? (S2)
Why do denominators need to be rationalized? (S1)
What is a rational exponent? (S1)
What is an inverse operation? (S2)
What type of functions require a domain restriction? (S3)

Conceptual:

What are the key questions that students should ask to determine if a radical expression is in simplest form? (S1)
How can the techniques and procedure for radical operations be used to manipulate formulas and equations? (S2)

Generalization: Inverse operations often yield extraneous solutions. Strand 3: Graphing Concepts: • inverse • domain restriction • transformations Generalization: Graphed radical functions represent inverses often requiring domain restrictions. Transformations of parent functions aid in graphing radical functions.	How are radical expressions and rational exponents related? (S1) What is the value of transforming a radical expression into simplest form? (S1) How can the inverse of a function help find the set of conditions that produce a certain output? (S3) Why is an inverse operation needed to solve radical equations? (S2) Provocative: Why is a domain restriction necessary in real world applications that lend themselves to radical functions and related inverses? (S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Real Number System

HSN-RN.A. Extend the properties of exponents to rational exponents.

HSN-RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations & Inequalities

HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

HSF-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

HSF-IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

HSF-IF.C.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

HSF-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Building Functions

HSF-BF.B. Build new functions from existing functions.

HSF-BF.B.3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

HSF-BF.B.4. Find inverse functions.

HSF-BF.B.4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

HSF-BF.B.4d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- compute and simplify with radicals, employing rationalization techniques
- calculate then check answers for extraneous solutions when solving
- graph radical functions and their inverses, restricting domain when necessary
- convert rational exponents to radical form; convert radical form to rational exponents
- apply rules of exponents
- apply general and particular equations to phenomena in the real world

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Simplify nth root radical expressions.
- Perform operations on nth root radical expressions.
- Use rational exponents.
- Solve radical equations, including equations involving rational exponents.
- Use patterns to graph and translate radical functions.
- Find inverses of radical and higher degree polynomials functions.

Core Learning Activities

Simplify nth root radical expressions.

- using square roots and nth roots considering only the real number system and using absolute value for even roots

Perform operations on nth root radical expressions.

- add/subtract/multiply/divide and rationalize
  - binomial rationalization

Use rational exponents.

- convert between rational exponents and radical expressions
- apply properties of exponents to simplify and perform operations with rational exponents

Solve radical equations, including equations involving rational exponents.

- use inverse operations/reciprocal powers to solve
- check for extraneous solutions

Use patterns to graph and translate radical functions.

	• square root functions • cube root functions Find inverses of radical and higher degree polynomials functions. • graphs with their inverses • the use of composition of functions to prove/disprove inverse relations • identify inverse functions through analyzing the domain and range
Assessments **Sample Radical Assessment Questions** **Summative: Written Test** Sample Radical Assessment Problems.docx Additional Radical Assessment Problems.pdf	Resources *Professional & Student* • Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009 • Ancillaries • Math department generated materials • Department reference books • Internet resources
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	Interdisciplinary Connections **Writing** • Use formal writing techniques along with precise math vocabulary. • Express corrections to error analysis problems succinctly. • Address relationship between feasible and impossible solutions as pertaining to a sample scenario.*(extraneous solutions)*

Unit Planner: Exponential and Logarithmic Functions
Algebra II

Tuesday, May 7, 2019, 3:37PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 34 - Week 38

Last Updated: Friday, April 26, 2019 by Kelly Murphy

Exponential and Logarithmic Functions

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Exponential and Logarithmic functions

- rate increase/decrease
- growth/decay factor
- graph
- function
- inverse
- properties
- function
- natural log
- common log
- compound interest
- continuously compound interest
- exponential growth/decay
    - half-life
    - radioactivity

Lens: Inverse relationships

Generalizations / Enduring Understandings

Strand 1: Exponential

Concepts:

- rate increase/decrease
- growth/decay factor
- graph
- function

Generalization: Growth/decay factor dictates the rate of increase/decrease in the graph of an exponential function.

Strand 2: Logarithm

Concepts:

- inverse

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What is an exponential function? (S1)
What is a logarithm? (S2)
What is the base of a natural log? (S3)
What is the inverse of a natural log? (S2/S3)
What are the properties of logs? Where do they come from? (S2)
What is the compound interest formula? (S3)
What is the continuously compounded interest formula? (S3)
What is a half life? (S3)

Conceptual:

What is the difference between an exponential and logarithmic function? (S1)

- properties
- function

Generalization: An exponential function's inverse results in a logarithmic function.
Properties of logarithms simplify logarithmic expressions.

Strand 3: Mathematical Applications
Concepts:

- natural log
- common log
- compound interest
- continuously compound interest
- exponential growth/decay
    - half-life
    - radioactivity

Generalization: Compound interest and continuously compounding interest formulas may use common and natural logs to calculate exponential growth and decay.
Exponential decay is common in half-life radioactive problems.

How can you plan how much time it will take for an initial amount of money to grow to a specific sum? (S3)
How can you find the growth/decay rate for something that is changing exponentially, and then use that rate to make predictions about subsequent values? (S3)
How are logarithms a different representation of an exponent? (S1)
What does it mean if a scientific scale of measure is logarithmic? (S3)

Provocative:
Why are logarithms a valuable tool to mathematicians, scientists, and others for computational purposes before the advent of technology? (S2/S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Algebra

Creating Equations

HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

HSA-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations & Inequalities

HSA-REI.D. Represent and solve equations and inequalities graphically.

HSA-REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CCSS: HS: Functions

Interpreting Functions

HSF-IF.C. Analyze functions using different representations.

HSF-IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

HSF-IF.C.8b. Use the properties of exponents to interpret expressions for exponential functions.

HSF-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Building Functions

HSF-BF.A. Build a function that models a relationship between two quantities.

HSF-BF.A.1c. (+) Compose functions.

HSF-BF.B. Build new functions from existing functions.

HSF-BF.B.4. Find inverse functions.

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify exponential growth/decay functions, and indicate rate of growth or decay
- Model and build functions for a variety of real-world applications (population, half-life, finance, etc.)
- Derive the concept of logarithms from the inverse of an exponential function
- Apply properties of logarithms, as expansion and contraction of log expressions
- Convert between logarithmic and exponential form
- Evaluate logarithms, including solving for missing values in a logarithmic statement
- Solve exponential and logarithmic equations, and test the validity of solutions
- Use common log, natural logs or log with selected base to solve a problem situation.
- Use the change of base formula as needed

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Review and understand basic exponential functions.
- Write exponential functions from rates, given information or points.
- Identify growth/decay function, as well as rate of growth or decay.
- Understand and use the fundamental definition of a logarithm.
- Graphically demonstrate log as inverse of exponential function.
- Evaluate logarithms.
- Convert between exponential and logarithmic form.
- Use properties of logarithms.
- Solve exponential and logarithmic equations.
- Model various real-world exponential growth and decay scenarios.

Core Learning Activities

Review and understand basic exponential functions.
Write exponential functions from rates, given information or points.
Identify growth/decay function, as well as rate of growth or decay.

- graph exponential functions
- use systems to write equations of exponential functions

Understand and use the fundamental definition of a logarithm
Graphically demonstrate log as inverse of exponential function
Evaluate logarithms
Convert between exponential and logarithmic form
Use properties of logarithms.

- expand/condense using properties of logs
- use change of base formula

- For the exponential functions, evaluate and model using interest formulas.

- use technology to verify computations

Solve exponential and logarithmic equations.

- use change of base formula
- use technology to verify computations

Model various real-world exponential growth and decay scenarios.
For the exponential functions, evaluate and model using interest formulas.

- compound interest
- continuous growth
- half life
- population growth/decay
- depreciation

CompInterest-AS-SavingsAccount.pdf
CompInterest-AS-CreditCard.pdf
LogarithmsDemystified-AS.pdf
LogarithmsDemystified-SlideRuleTemplates.pdf

Assessments

Sample Exponential and Logarithm Assessment Problems.docx

Resources

Professional & Student

- Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009
- Ancillaries
- Math department generated materials
- Department reference books
- Internet resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Business

- Compare interest rates on varying banking accounts.
- Analyze differing aspects of banking formulas.

Earth Science/Biology

- Predict population growth/decay.
- Determine affects of earthquakes using Richter Scale.

Chemistry

	• Predict via carbon dating.

Unit Planner: Conic Sections
Algebra II

Tuesday, May 7, 2019, 3:38PM

Newtown High School > 2018-2019 > Grade 11 > Mathematics > Algebra II > Week 36 - Week 38

Last Updated: Thursday, February 14, 2019 by Kelly Murphy

Conic Sections

Carpenter, Lisa; Carroll, Megan; Cavataro, Charlotte; Desrochers, Michael; Dominick, Lauren; Dreher, Zachary; Giacin III, Richard; Hall, Eugene; Hyman, Paige; Manos, Charlotte; Murphy, Kelly; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Conics

- center
- radius
- center
- foci
- minor/major axes
- vertices/co-vertices
- center
- foci
- central rectangle
- asymptotes
- transverse/conjugate axes
- vertices
- vertex
- focus
- directrix
- axis of symmetry

Lens: Patterned relationships

Generalizations / Enduring Understandings

Strand 1: Circles
Concepts:

- center
- radius

Generalization: The fundamental parts of a circle are its center and radius.
A circle is the locus of points equidistant from one point.

Strand 2: Ellipses
Concepts:

- center

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is a circle? (S1)
What is an ellipse? (S2)
What is a hyperbola? (S3)
What is a parabola? (S4)
What is a foci? (S2-S4)
What is an asymptote of a hyperbola? (S3)
What is a transverse axes of a hyperbola? (S3)
What is a conjugate axes of a hyperbola? (S3)
What is a directrix? (S4)
How is the distance calculated from the focus to the vertex for a parabola? (S4)

- foci
- minor/major axes
- vertices/co-vertices

Generalization: An ellipse is formed by the locus of points whose sum of the distance from the two foci remains constant.
The location of the center, minor axis, major axis, foci, vertices, and co-vertices define an ellipse.

Strand 3: Hyperbolas
Concepts:

- center
- foci
- central rectangle
- asymptotes
- transverse/conjugate axes
- vertices

Generalization: A hyperbola is formed by the locus of points whose difference of the distance from the two foci remains constant.
The location of the center, central rectangle, foci, vertices, asymptotes, transverse and conjugate axes define a hyperbola.

Strand 4: Parabolas
Concepts:

- vertex
- focus
- directrix
- axis of symmetry

Generalization: A parabola is formed by the locus of points equidistant from the focus and directrix.
The location of the vertex, focus, directrix, and axis of symmetry define a parabola.

Conceptual:
How is a conic section formed from a cone? (S1-S4)
How does the definition of each section lead to an algebraic equation? (S1-S4)
How can the conic section be determined based on given critical information? (S1-S4)

Provocative:
Why are conic sections applicable in optics? (S1-S4)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Geometry

Expressing Geometric Properties with Equations

HSG-GPE.A. Translate between the geometric description and the equation for a conic section

HSG-GPE.A.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

HSG-GPE.A.2. Derive the equation of a parabola given a focus and directrix.

HSG-GPE.A.3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

HSG-GPE.B. Use coordinates to prove simple geometric theorems algebraically

HSG-GPE.B.4. Use coordinates to prove simple geometric theorems algebraically.

Geometric Measurement & Dimension

HSG-GMD.B. Visualize the relation between two-dimensional and three-dimensional objects

HSG-GMD.B.4. Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- write equations of conic sections
- write equations of transverse axes
- graph critical information
- graph conic sections
- use critical information to identify types of conic sections
- identify type of conic section in algebraic form
- convert equations from standard form into graphing form

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to

- Write equations of conic sections.
- Calculate distance from center to foci of ellipses and hyperbolas.
- Graph conic sections.
- Use critical information to identify types of conic sections.
- Identify type of conic section in algebraic form.

Core Learning Activities

Write equations of conic sections.

- Write the equation of conic section in standard form and general form given a graph.
- Write the equation of appropriate conic section in standard form and general form given critical information.
- Convert between standard and general form of conic sections.

Calculate distance from center to foci of ellipses and hyperbolas.

- Calculate the distance from center to foci of ellipse using the difference of the squares of half the length of the major and minor axes.
- Calculate the distance from center to foci of hyperbola using the sum of the squares of half the length of the transverse and conjugate axes.

Graph conic sections.

- Graph all features of the appropriate conic section using critical information.
- Graph all features of a conic section given an equation in either form.

Use critical information to identify types of conic sections.

- Write the equation of a circle given
  - center, radius, diameter, end points of diameter, three points, area, and/or circumference
- Write the equation of an ellipse given
  - center, end points of major/minor axis,

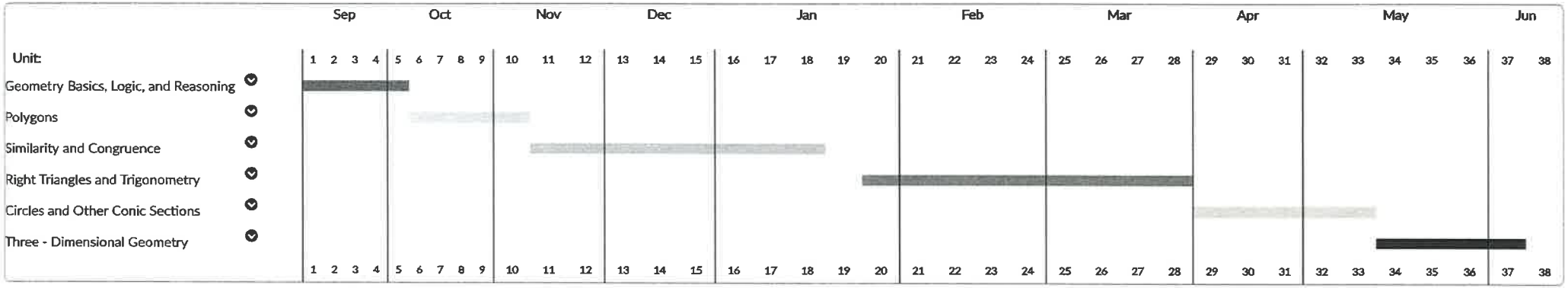
	vertices/co-vertices, and/or foci
	• Write the equation of a hyperbola given
	  o center, perimeter of central rectangle, transverse axes, foci, and/or vertices
	• Write the equation of parabola given
	  o focus, directrix, three points, opening direction and/or vertex
	
	Identify type of conic section in algebraic form.

Assessments sample test questions - conics.pdf	Resources *Professional & Student* • Text: *Bellman, Bragg, Charles, Hall, Handlin, Kennedy,* **Algebra 2** , Prentice Hall, 2009 • Ancillaries • Math department generated materials • Department reference books • Internet resources
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	Interdisciplinary Connections **Writing** • Use formal writing techniques along with precise math vocabulary. • Express corrections to error analysis problems succinctly. **Theater/Fine Arts** • Move sound waves with parabolic microphones. • Converge light beams at the focus of a parabola. **Biology** • Diagnose vision impairments using hyperbolic data. **Astronomy** • Predict planetary locations based on positions within orbits. • Focus the lens of a telescope with an understanding of hyperbolic and parabolic mirrors.

Newtown Public Schools
Geometry

Newtown High School > High School > Mathematics > Geometry

Collaboration



Unit Planner: Geometry Basics, Logic, and Reasoning
Geometry

Tuesday, May 7, 2019, 3:45PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 1 - Week 5

Last Updated: Today by Eugene Hall

Geometry Basics, Logic, and Reasoning

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Geometry Basics, Logic, and Reasoning

- point
- line
- plane
- collinear/coplanar
- intersecting/parallel/skew
- postulate
- properties
- theorem
- Pythagorean Theorem
- Formulas
- truth-value
- hypothesis
- conclusion
- Logic Statements
- definition
- deductive reasoning

Lens: Origins

Generalizations / Enduring Understandings

Strand 1: Geometry Basics

Concepts:

- point
- line
- plane
- collinear/coplanar
- intersecting/parallel/skew
- postulate
- properties
- theorem
- Pythagorean Theorem
- Distance Formula
- Midpoint Formula

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What postulates are used to relate points, lines, and planes? (S1)
What does it mean to be collinear/coplanar? (S1)
What is the distance formula? (S1)
What is the midpoint formula? (S1)
What is a hypothesis? Conclusion? (S2)
What is a conditional statement? converse? biconditional? (S2)
How dose a converse relate to a conditional? (S2)
What is deductive reasoning? (S3)
What is the segment additional postulate? angle addition postulate? (S3)
What are the special angle relationships for parallel

Generalization:
Geometry relies on the fundamental undefined concepts point, line, and plane.
Postulates and properties are accepted statements of fact that do not require proof.
Theorems derive from postulates and require formal proof.
Collinear, coplanar, intersecting, parallel, and skew are terms that describe relationships between points, lines, and planes.
The Distance Formula is derived from the Pythagorean Theorem.
The midpoint of a segment is the average of the numbers at its endpoints.
The average of the numbers at the end of a segment results in the midpoint.

Strand 2: Logic
Concepts:

- hypothesis
- conclusion
- truth-value
- statement
- negation
- conditional statements
- logical equivalence
- biconditional statements
- definitions
- Truth-tables
- Laws of Logic

Generalization:
A conditional statement connects a hypothesis and conclusion.
A biconditional is used to show logical equivalence and can be proven through truth-tables.
Any statement has a negation which has the opposite truth-value.
Laws of logic allow us to combine statements and draw logical conclusions.
Good definitions can be written as biconditional statements.

Strand 3: Reasoning with Postulates and Theorem
Concepts:

- deductive reasoning
- Segment/Angle Addition Postulate
- parallel line postulates and theorems

Generalization:
Application of segment and angle addition postulates rely on elemental number sense.
Deductive reasoning proves parallel line theorems.

lines? (S3)

Conceptual:
How are points, lines, and planes described? (S1)
How are postulates used to prove theorems? (S1)
What are the different relationships between points, lines, and planes? (S1)
How does the distance formula relate to the Pythagorean Theorem? (S1)
How can the midpoint formula be extended to other ratios? (S1)
How do you know when a biconditional is true? (S2)
How can deductive reasoning be used to prove lines parallel? (S3)

Provocative:
How can the postulates of points, lines, and planes be applied outside of the classroom? (S1)
How do points, lines, and planes theorems extend to multiple dimensions? (S1)
How can we use logic and reasoning to solve complex problems? (S2,S3)
How can geometric concepts apply in modeling situations? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Num/Quantity

The Complex Number System

HSN-CN.B. Represent complex numbers and their operations on the complex plane.

HSN-CN.B.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

CCSS: HS: Geometry

Congruence

HSG-CO.A. Experiment with transformations in the plane

HSG-CO.A.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

HSG-CO.C. Prove geometric theorems

HSG-CO.C.9. Prove theorems about lines and angles.

HSG-CO.D. Make geometric constructions

HSG-CO.D.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Expressing Geometric Properties with Equations

HSG-GPE.B. Use coordinates to prove simple geometric theorems algebraically

HSG-GPE.B.6. Find the point on a directed line segment between two given points that divide the segment in a given ratio.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- conceptualize the three undefined geometric terms
- understand and apply the basic geometric postulates
- derive and apply the distance formula
- apply midpoint formula
- write logical statements
- determine truth-valuse
- write strong definitions
- apply deductive reasoning and proof
- apply the segment/angle addition postulates
- understand and apply parallel line postulates and theorems

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- describe points, lines, and planes.
- apply postulates to identify relationships.
- apply the distance and midpoint formulas in the coordinate plane.
- create logical statements using a hypothesis and conclusion.
- determine the truth-value of statements.
- create strong definitions.
- use deductive reasoning for proof.
- solve problems using the segment and angle addition postulates.
- identify and apply parallel line postulates and theorems.

Core Learning Activities

Describe points, lines, and planes

- name points, lines, and planes
- define parts of a line

Apply postulates to identify relationships.

- determine whether lines and planes are intersecting, parallel, or skew.
- find the point or line of intersection.

Apply the distance and midpoint formulas in the coordinate plane.

- derive the distance formula from the Pythagorean Theorem
- find the distance between two points
- find the midpoint given two endpoints
- find an endpoint given the midpoint and one endpoint.

Create logical statements using a hypothesis and conclusion.

- write condition, converse, and biconditional statements using a hypothesis and conclusion.

Determine the truth-value of statements.

- understand the truth-value of a conditional statement and its converse.
- be able to write a biconditional based on the truth-value of a conditional statement and its converse.

Create strong definitions.

- given a conditional and its converse are true,

write a definition using a biconditional statement.
- use precise language and clearly understood terms to write definitions.

Use deductive reasoning for proof.

- given a hypothesis, use deductive reasoning to reach a conclusion

Solve problems using the segment and angle addition postulates.
Identify and apply parallel line postulates and theorems.

- identify special angle pairs
- set up and solve equations using parallel lines theorems and postulates.

Assessments

Transformation unit assessment
Summative: Written Test
Construction Project
Lab Assignment
Sample Assessment problems for Building blocks of geometry.pdf

Resources

Professional & Student
Department developed materials
text: Pearson's *Geometry, 2007*
Geometer sketchpad
online resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express correction to error analysis problems succinctly.

Art

- Use only a compass and a straight edge to make a mandala.

Science

- Use the distance formula, midpoint formula, and Pythagorean Theorem as related to applications in science.

Unit Planner: Polygons
Geometry

Tuesday, May 7, 2019, 3:47PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 6 - Week 10

Last Updated: Thursday, April 11, 2019 by Keristen Raccio

Polygons

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Polygons

- triangle theorems
- segments in triangles
- special quadrilaterals
- coordinate plane
- polygon angle sum
- polygon names

Lens: Relationships

Generalizations / Enduring Understandings

Strand 1: Polygons

Concepts:

- classifying polygons
- polygon angle sum

Generalization:
A polygon can be classified by number of sides and its concavity.
The interior angle sum of a polygon depends on the number of sides.

Strand 2: Triangles

Concepts:

- triangle angle sum theorem
- triangle exterior angle theorem
- isosceles and equilateral triangles theorems
- triangle inequality theorems
- segments in triangles

Generalization:
The triangle angle sum theorem and triangle exterior angle theorem are derived from the polygon angle sum theorem.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What are the triangle theorems? (S1)
What are the different segments in triangles? (S1)
What are the special quadrilaterals? (S2)
What are the properties for each special quadrilateral? (S2)
What is the polygon angle sum? (S3)

Conceptual:
How are constructions used to prove triangle theorems? (S1)
How do you use coordinate geometry to prove special quadrilaterals? (S2)
How do the number of sides relate to the name of a polygon? (S3)
How can triangle theorems prove the polygon angle sum theorem? (S1/S3)

Provocative:
How can polygons relate to the world around us? (S1-S3)
How have triangles been used throughout history? (S1-S3)
How can we use coordinates to prove simple geometric

Equilateral triangles are a subset of isosceles triangles. Triangle inequalities connect the angles of triangles and their opposite sides. Segments in triangles identify special relationships in triangles. Strand 3: Quadrilaterals Concepts: • special quadrilaterals • coordinate plane Generalization: Angles and sides define specific properties of special quadrilaterals. Coordinate geometry proves special quadrilateral properties.	theorems algebraically? (S1-S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Geometry

Congruence

HSG-CO.C. Prove geometric theorems

HSG-CO.C.10. Prove theorems about triangles.

HSG-CO.C.11. Prove theorems about parallelograms.

HSG-CO.D. Make geometric constructions

HSG-CO.D.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

HSG-CO.D.13. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.

Expressing Geometric Properties with Equations

HSG-GPE.B. Use coordinates to prove simple geometric theorems algebraically

HSG-GPE.B.4. Use coordinates to prove simple geometric theorems algebraically.

HSG-GPE.B.7. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- apply all the theorems of triangles
- identify segments in triangles and their properties
- identify special quadrilaterals and their properties
- apply all the properties of special quadrilaterals
- use the coordinate plane for geometric proof
- find the sum of the measures of the angles in any polygon
- name polygons

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- identify and apply basic triangle theorems and segments in triangles theorems.
- identify and apply special quadrilateral theorems.
- use coordinate geometry to prove special quadrilaterals.
- apply Polygon-Angle sum theorem.
- name polygons.

Core Learning Activities

Identify and apply basic triangle theorems and segments in triangles theorems.

- use constructions to prove theorems about triangles and their segments.
- given a triangle determine its characteristics.
- solve for missing information in a given triangle.
- construct special triangles and triangle segments using geometry tools.

Identify and apply special quadrilateral theorems.

- given a quadrilateral determine its characteristics.
- solve for missing information in a given quadrilateral.

Use coordinate geometry to prove special quadrilaterals.

- use the distance and midpoint formulas to determine type of quadrilateral in coordinate

	plane. Apply Polygon-Angle sum theorem. • solve for missing angle measure given number of sides. • solve for the number of sides given the sum of the interior angles. Name polygons. • classify polygons based on characteristics of given polygon.
Assessments **quadriaterals quiz** **Formative: Written Test** **Polygon Sum investigation** **Formative: Lab Assignment** Sample Assessment Problems-Unit Polygons (1).pdf	Resources *Professional & Student* Department developed materials Text: Pearson's Geometry, 2007 Online resources Geometer sketchpad
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Problem Solving	Interdisciplinary Connections **Writing** • Use formal writing techniques along with precise math vocabulary. • Express correction to error analysis problems succinctly. **Engineering** • Examine the use of triangles and other polygons in structures. • Test to find the strength of different polygons.

Unit Planner: Similarity and Congruence
Geometry

Tuesday, May 7, 2019, 3:48PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 11 - Week 18

Last Updated: Today by Eugene Hall

Similarity and Congruence

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Similarity and Congruence

- congruent figures
- triangle congruence
- theorems and postulates
- ratios and proportions
- similar figures
- similar triangles
- similarity theorems
- image
- pre-image
- isometry
- vectors
- composition
- dilation

Lens: Balance

Generalizations / Enduring Understandings

Strand 1: Congruence

Concepts:

- congruent figures
- triangle congruence
- theorems and postulates

Generalizations:
Congruent figures are exact images of each other.
Congruent triangle theorems and postulates determine triangle congruence.

Strand 2: Transformations

Concepts:

- image and pre-image
- translation
- rotation

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What are the triangle congruence theorems and postulates? (S1)
What makes figures congruent? (S1)
What are the similarity theorems? (S2)
What is a ratio? proportion? (S2)
What makes a transformation a translation? rotation? reflection? (S3)
How do you represent transformations in the coordinate plane? (S3)
What is a vector? (S3)
What is a composition of transformations (S3)
What is an image? pre-image? (S3)
What is a dilation? (S3)

Conceptual:

How are constructions used to prove congruence? (S1)

- reflection
- isometry
- dilation
- vectors
- composition

Generalizations:
Transformations are functions, expressed as vectors, that map a pre-image onto an image.
Isometries transform a figure preserving size and shape through translation, rotation, and reflection.
Sequences of transformations result in compositions.
Dilations transform a figure preserving shape.

Strand 3: Similarity
Concepts:

- ratios and proportions
- similar figures
- similar triangles
- similarity theorems

Generalizations:
Ratios and proportions dictate similarity of triangles and other figures.
Similarity theorems prove similar triangles and other figures.

What does it mean to be proportional? (S2)
How can you change a figure's position without changing its size and shape? (S3)
How do an image and pre-image relate? (S3)
What properties are preserved by transformations? (S3)
How do isometries and congruence relate? (S1,S2)

Provocative:
How is motion explained based on transformations? (S3)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Geometry

Congruence

HSG-CO.A. Experiment with transformations in the plane

HSG-CO.A.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

HSG-CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

HSG-CO.A.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

HSG-CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

HSG-CO.B. Understand congruence in terms of rigid motions

HSG-CO.B.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

HSG-CO.B.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

HSG-CO.B.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

HSG-CO.C. Prove geometric theorems

HSG-CO.C.10. Prove theorems about triangles.

HSG-CO.D. Make geometric constructions

HSG-CO.D.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Similarity, Right Triangles, & Trigonometry

HSG-SRT.A. Understand similarity in terms of similarity transformations

HSG-SRT.A.1. Verify experimentally the properties of dilations:

HSG-SRT.A.1a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

HSG-SRT.A.1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

HSG-SRT.A.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar;explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.

HSG-SRT.A.3. Use the properties of similarity transformations to establish the AA criterion for similarity of triangles.

HSG-SRT.B. Prove theorems involving similarity

HSG-SRT.B.4. Prove theorems about triangles using similarity transformations.

HSG-SRT.B.5. Use triangle congruence and similarity criteria to solve problems and to prove relationships in geometric figures.

HSG-SRT.C. Define trigonometric ratios and solve problems involving right triangles

HSG-SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify triangles and other figures congruent
- identify similar figures and triangles
- apply similarity theorems
- identify the properties of all transformations
- recognize image and pre-image
- define isometry
- define dilation
- compose transformations

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- identify congruent figures and apply definition.
- identify congruent triangles.
- identify similar figures
- apply triangle similarity theorems
- identify the properties of transformations.
- write a function describing a transformation in the coordinate plane.
- use transformations or a composition of transformation to map a pre-image onto an image.
- identify and apply dilation

Core Learning Activities

Identify congruent figures and apply definition.

- given two congruent figures solve for missing information.
- determine if figures are congruent.

Identify congruent triangles.

- use theorems to determine if triangles are congruent.
- identify missing characteristics to prove triangle congruence by specific theorem.

Identify similar figures

- given two similar figures solve for missing information.
- determine if figures are similar.
- given two similar figures, write a similarity statement and identify similarity ratio.

Apply triangle similarity theorems

- use theorems to determine if triangles are similar.
- use similarity theorems to solve for missing information.

Identify the properties of transformations.

- identify properties of translations, rotations, and reflections.
- determine type of transformation from image

- determine type of transformation from rule

Write a function describing a transformation in the coordinate plane.

- write a vector rule to describe a transformation.
- combine vector rules to describe a composition of transformations.

Use transformation or a composition of transformation to map a pre-image onto an image.

- construct an image given a graph.
- construct an image given a rule.

Identify and apply dilation

- given a figure on a graph, dilate it.
- given a figure and its dilation, determine the similarity ratio.

Assessments

Sample Questions for Similarity and Congruence (3).pdf

Resources

Professional & Student

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express correction to error analysis problems succinctly.

Art

- Use isometric transformations to create a tessellation.
- Use dilation to create a mural.

Science

- Use the golden ratio to study naturally occurring patterns.

Engineering

- Use similarity to determine the height of objects.

Unit Planner: Right Triangles and Trigonometry
Geometry

Tuesday, May 7, 2019, 3:49PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 20 - Week 28

Last Updated: Today by Eugene Hall

Right Triangles and Trigonometry

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Right Triangles and Trigonometry

- Pythagorean Theorem
- Special Right Triangles
- Six basic trigonometric functions
- Law of Sines
- Law of Cosines
- radian/degree measure
- co-terminal angles
- Pythagorean identities

Lens: Similar Ratios

Generalizations / Enduring Understandings

Strand 1: Solving Triangles

Concepts:

- Pythagorean Theorem
- special right triangles
- six basic trigonometric functions
- Law of Sines
- Law of Cosines

Generalization:
Pythagorean Theorem, special right triangles, and the six basic trigonometric functions determine missing sides in right triangles.
Law of Sines and Cosines determine missing sides and angles in non-right triangles.

Strand 2: Unit Circle Trigonometry

Concept:

- radian/degree
- co-terminal angles
- Pythagorean identities

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is the Pythagorean Theorem? (S1)
What are Special Right Triangles? (S1)
What does the converse of the Pythagorean theorem determine? (S1)
What are the three basic trigonometric ratios? (S1)
What is the Law of Sines? Cosines? (S1)
What is the unit circle? (S2)
How do you construct the unit circle? (S2)
How do you convert between radians and degrees? (S2)
What are co-terminal angles? (S2)
What are the Pythagorean identities? (S2)

Conceptual:
How do you use the Pythagorean Theorem? (S1)
How do you use Special Right Triangles? (S1)
How do you apply the basic trigonometric ratios to find missing sides and angles? (S1)
How do you apply the trigonometry to real world problems? (S1)
How are the three Pythagorean identities linked? (S2)
How does symmetry play a role in the unit circle? (S2)
How is trigonometry linked to similarity? (S1)

Generalization:	Provocative:
Radians and/or degrees measure angles and co-terminal angles in the unit circle. Pythagorean identities derive from the unit circle.	How are the dimensions of real world objects that are not easily measured calculated? (S1-S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Trigonometric Functions

HSF-TF.A. Extend the domain of trigonometric functions using the unit circle.

HSF-TF.A.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for p/3, p/4 and p/6, and use the unit circle to express the values of sine, cosines, and tangent for x, p + x, and 2p – x in terms of their values for x, where x is any real number.

CCSS: HS: Geometry

Similarity, Right Triangles, & Trigonometry

HSG-SRT.A. Understand similarity in terms of similarity transformations

HSG-SRT.A.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar;explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.

HSG-SRT.B. Prove theorems involving similarity

HSG-SRT.B.5. Use triangle congruence and similarity criteria to solve problems and to prove relationships in geometric figures.

HSG-SRT.C. Define trigonometric ratios and solve problems involving right triangles

HSG-SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

HSG-SRT.C.7. Explain and use the relationship between the sine and cosine of complementary angles.

HSG-SRT.C.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

HSG-SRT.D. Apply trigonometry to general triangles

HSG-SRT.D.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

HSG-SRT.D.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Modeling with Geometry

HSG-MG.A. Apply geometric concepts in modeling situations

HSG-MG.A.1. Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

HSG-MG.A.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

HSG-MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios).

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- use the Pythagorean theorem and its converse
- apply properties of special right triangles
- apply right triangle trigonometry
- apply Law of Sines and Cosines
- construct a unit circle
- convert between radians and degrees

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- identify and apply the Pythagorean Theorem and its converse.
- apply properties of special right triangles.
- apply right triangle trigonometry.
- apply law of Sines and Cosines to non right triangles.
- construct, interpret, and apply the unit circle.
- convert between radians and degrees.

Core Learning Activities

Identify and apply the Pythagorean Theorem and its converse.

- Use the Pythagorean Theorem to solve for missing side lengths.
- Identify Pythagorean triples.
- Use the converse of the Pythagorean Theorem to classify triangles.
- Use the converse of the Pythagorean Theorem to determine range of possible side lengths.

Apply properties of special right triangles.

- Use properties of special right triangles to determine exact measure of side length.

Apply right triangle trigonometry.

- Given a triangle with side lengths, list basic trigonometric ratios.

- Use right triangle trigonometry to solve for missing side length or angle measure.
- Apply trigonometry to solve real world applications.
- Given a trigonometric ratio, use Pythagorean Theorem to find remaining 5 ratios.

Apply Law of Sines and Cosines to non right triangles.

- Use Law of Sines and Law of Cosines to solve for missing angle measures and side lengths in a given non right triangle.

Construct, interpret, and apply the unit circle.

- Construct the unit circle in degree and radians using special right triangles and symmetry.
- Solve for trigonometric ratios using the unit circle.
- Apply the unit circle to derive the Pythagorean identities.

Convert between radians and degrees.

- Use proportions to convert between radians and degrees.

Assessments

Proportions in Triangles
Formative: Written Test
Similar right triangles
Formative: Written Test
Indirect measurement
Summative: Group Project
Cumulative Standards
Summative: Written Test
Sample assessment problems for right triangles and trig.pdf

Resources

Professional & Student
Department developed materials
Text: Pearson's Geometry, 2007
Online resources
Geometer sketchpad

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express correction to error analysis problems succinctly.

Science

- Use trigonometry and distance to calculate the height of tides.
- Use trig to determine linear and angular velocity with vectors.

Engineering

- Use the Pythagorean Theorem to determine if a

	building is structurally sound. **Music** • Use trigonometry to determine the level of pitch of a sound note.

Unit Planner: Circles and Other Conic Sections
Geometry

Tuesday, May 7, 2019, 3:50PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 29 - Week 33

Last Updated: Tuesday, February 26, 2019 by Keristen Raccio

Circles and Other Conic Sections

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Circles and Other Conics

- area
- circumference
- arc measure
- length
- sector
- segment
- radius
- diameter
- angles
- tangent/point of tangency
- inscribed
- circumscribed
- arcs
- chords
- segments
- locus of points
- parabola
- circle
- ellipse
- hyperbola

Lens: Ratio

Generalizations / Enduring Understandings

Strand 1: Area and Circumference

Concept:

- area
- circumference
- arc measure
- length
- sector
- segment

Generalization:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What is the area formula? circumference formula? (S1)

What is the arc length formula? Area of a sector formula? (S1)

When segments intersect a circle or within a circle, how do you find the measures of the resulting angles, arcs and segments? (S2)

Can you sketch a circle and its tangent at a given point of tangency? (S2)

Can you sketch the situation in which two secant

Ratios calculate the arc length and area of a sector based on the circumference and area of a circle respectively.

Strand 2: Angles and Segments
Concept:

- radius
- diameter
- angles
- tangent/point of tangency
- inscribed
- circumscribed
- arcs
- chords
- segments

Generalization:
The radius and tangent of a specific circle at the point of tangency relate uniquely.
Triangles inscribed in and circumscribed about a circle relate distinctly.
Angles in a specific circle relate uniquely.
Arcs, chords, segments characterize the circle.

Strand 3: Conics
Concept:

- locus of points
- parabola
- circle
- ellipse
- hyperbola

Generalization:
Locus points aid in the characterization of parabolas, circles, ellipses, and hyperbolas.

segments intersect at a given point outside the circle? (S2)
Can you write the equation of a parabola using the focus and directrix? (S3)
Can you write the equation of an ellipse or hyperbola as defined by a locus of points? (S3)
How can the equation of a circle be written from information on the coordinate plane? (S3)

Conceptual:
How are arc length and area of sectors representative of a ratio? (S1)
What is the difference between arc measure and arc length? (S1)
What is the relationship between segments and arcs in a circle? (S2)
What is the relationship between angles and arcs in a circle? (S2)
What is the relationship between angles and segments in a circle? (S2)
How can you prove relationships between angles and arcs in a circle? (S2)
What is the difference between inscribed and circumscribed polygons? (S2)
How can a circle be discussed as a locus of points? (S3)

Provocative:
How are arcs and circles used in everyday life? (S1-S2)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Trigonometric Functions

HSF-TF.A. Extend the domain of trigonometric functions using the unit circle.

HSF-TF.A.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

CCSS: HS: Modeling

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.2. Reason abstractly and quantitatively.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

CCSS: HS: Geometry

Congruence

HSG-CO.A. Experiment with transformations in the plane

HSG-CO.A.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

Circles

HSG-C.A. Understand and apply theorems about circles

HSG-C.A.1. Prove that all circles are similar.

HSG-C.A.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

HSG-C.A.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

HSG-C.A.4. (+) Construct a tangent line from a point outside a given circle to the circle.

HSG-C.B. Find arc lengths and areas of sectors of circles

HSG-C.B.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

HSG-GPE.A. Translate between the geometric description and the equation for a conic section

HSG-GPE.A.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

HSG-GPE.A.2. Derive the equation of a parabola given a focus and directrix.

HSG-GPE.A.3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

HSG-GPE.B. Use coordinates to prove simple geometric theorems algebraically

HSG-GPE.B.4. Use coordinates to prove simple geometric theorems algebraically.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Apply area, circumference, arc length, and sector area formulas
- Define tangents, secants and chords
- Define special angles and arcs
- Find the measures of angles, arcs and segments formed by intersecting segments within or with a circle.
- Write the equations of a conic from a locus of points

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- apply area, circumference, arc length, and sector area formulas.
- identify and apply theorems about tangents, secants and chords in a circle.
- identify and apply theorems about special angles and arcs
- write the equations of a conic from a locus of points.

Core Learning Activities

Apply area, circumference, arc length, and sector area formulas.

- Given key information apply area and circumference formulas.
- Use ratios to determine arc length and sector area in exact form.
- Given arc length or sector area, find radius/diameter.
- Use sector area and area of a triangle to find the area of a segment in exact form.
- Apply area formulas to find the area of a shaded region in a given figure in exact form.

Identify and apply theorems about tangents, secants and chords in a circle.

- Given a situation or diagram, find the missing characteristics using circle theorems.

Identify and apply theorems about special angles and arcs.

- Given a diagram, find the missing characteristics using theorems about special angles and arcs.

Write the equations of a conic from a locus of points.

- Given a graph, write the equation of a conic.
- Given specific characteristics, identify and write the equation of a conic.
- Given conic equation, identify and graph the conic.

Assessments

Segements Related to Circles
Summative: Written Test
Angles, Arcs and Segments measures
Summative: Group Project
Conic Sections
Summative: Personal Project
Sample Questions-Circles and Other Conics (1).pdf

Resources

Professional & Student

Text: Pearson's Geometry, 2007
Ancillaries
Department developed materials

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Theater/Fine Arts

- Move sound waves with parabolic microphones.
- Converge light beams at the focus of a parabola.

	• Create crop circles using conic sections. **Biology** • Diagnose vision impairments using hyperbolic data. **Astronomy** • Predict planetary locations based on positions within orbits. • Focus the lens of a telescope with an understanding of hyperbolic and parabolic mirrors.

Unit Planner: Three - Dimensional Geometry
Geometry

Tuesday, May 7, 2019, 3:53PM

Newtown High School > 2018-2019 > High School > Mathematics > Geometry > Week 34 - Week 37

Last Updated: Tuesday, February 26, 2019 by Keristen Raccio

Three - Dimensional Geometry

Carroll, Megan; Cavataro, Charlotte; Dominick, Lauren; Dreher, Zachary; Hall, Eugene; Hyman, Paige; Pickering, Debra; Raccio, Keristen; Sherman, Karen; vonOy, Suzanne

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Three - Dimensional Geometry

- area
- surface area
- volume
- cross section
- similarity ratios
- area ratio
- volume ratio

Lens: Dimensions

Generalizations / Enduring Understandings

Strand 1: Area, Surface Area, and Volume
Concepts:

- area
- surface area
- volume
- cross section

Generalization:
The summation of the area of the surfaces of a three-dimensional shape yields the surface area.
The summation of the cross sectional areas of a three-dimensional shape yields the volume.

Strand 2: Similar Figures
Concepts:

- similarity ratios
- area ratio
- volume ratio

Generalization:
Squaring the similarity ratio yields the area ratio.
Cubing the similarity ratio yields the volume ratio.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is surface area? (S1)
What is volume? (S1)
How do you find the surface area of a 3-D figure? (S1)
How do you find the volume of a 3-D figure? (S1)
What is a cross section? (S1)
What is a similarity ratio? area ratio? volume ratio? (S2)

Conceptual:
How can volume be determined using cross sections? (S1)
How do the similarity ratio and area ratio compare? (S2)
How do the similarity ratio and volume ratio compare? (S2)
How can you use the similarity ratio to find the volume of a figure? (S2)

Provocative:
How can the concept of volume be extended in terms of infinity? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Geometry

Geometric Measurement & Dimension

HSG-GMD.A. Explain volume formulas and use them to solve problems

HSG-GMD.A.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

HSG-GMD.A.2. (+) Given an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

HSG-GMD.A.3. Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.

Modeling with Geometry

HSG-MG.A. Apply geometric concepts in modeling situations

HSG-MG.A.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

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MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- find the area of 2-dimensional objects.
- find the surface area of 3-dimensional objects.

- find the volume of 3-dimensional objects.
- apply similarity ratios to find area, surface area, and volume.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- solve for the area and other characteristics of 2-dimensional objects.
- solve for the surface area of 3-dimensional objects.
- solve for the volume of 3-dimensional objects.
- apply similarity ratios to find area, surface area, and volume.

Core Learning Activities

Solve for the area and other characteristics of 2-dimensional objects.

- apply special right triangles to find the volume of regular hexagons and equilateral triangles.
- given the area of a figure, determine the missing characteristics.

Solve for the surface area of 3-dimensional objects.

- use area of 2-dimensional figures to find the surface area of 3-dimensional figures.

Solve for the volume of 3-dimensional objects.

- use the area of 2-dimensional figures to find the volume of 3-dimensional figures.

Apply similarity ratios to find area, surface area, and volume.

- convert between similarity ratio, area ratio, and volume ratio.
- given a specific ratio, find the area, surface area, or volume of a similar figure.

Assessments

survey project
Summative: Group Project
Permutation /Combination
Formative: Written Test
perfomance task
Summative: Personal Project
Sample Questions for Three-Dimensional Figures.pdf

Resources

Professional & Student

Pearson's Geometry 2007
department generated materials
online resources

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving

Interdisciplinary Connections

Writing

- Use formal writing techniques along with precise math vocabulary.
- Express corrections to error analysis problems succinctly.

Science

- Use volume and surface area formulas with applications for science.

Art

- Make a three-dimensional octahedra.