

Kindergarten
Unit 7: English and Language Arts
Point of View/Purpose
Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- retell familiar stories, including key details.
- identify the main topic and retell key details of a text.
- Name the author and illustrator of a story and define the role of each in telling the story.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or text.

At Home Support

Assessments will be given at the end of each lesson chunk (on average of 1 per week). The following learning targets will be measured.

- What was the text/story mostly about?
- What are some key details from the text/story?
- Who is the author of this book and what is his/her role?
- Who is the illustrator of this book and what is his/her role?

Assessments

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| Chunk 1 | With prompting & support, students will identify the main topic & retell key details in text. With prompting & support, students will name the author & illustrator & define the role of each in presenting the ideas or information in a text. |
| Chunk 2 | With prompting & support, students will retell familiar stories including key details & central message. With prompting & support, students will name the author & illustrator & define the role of each in telling a story. |
| Chunk 3 | With prompting & support, retell familiar stories including key details & central message. |

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard <u>RL.K.2</u> : With prompting and support, retell familiar stories, including key details.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	With prompting and support: <ul style="list-style-type: none"> I can retell familiar literature using key details.
2.0	With prompting and support: <ul style="list-style-type: none"> I can identify the elements of a story. I can tell what happens in the beginning, middle, and end of the story. I can identify key details in the story. I can define words such as <i>text</i>, <i>main topic</i>, <i>key detail</i>, <i>retell</i>, <i>sequence</i>, <i>order</i>, <i>beginning</i>, <i>middle</i>, <i>end</i>, and <i>important</i>.
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard <u>RI.K.2</u> : With prompting and support, identify the main topic and retell key details of a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	With prompting and support, <ul style="list-style-type: none"> I can retell familiar text (nonfiction) using key details. I can identify the main topic in a nonfiction text.
2.0	With prompting and support, <ul style="list-style-type: none"> I can define words such as <i>text</i>, <i>main topic</i>, <i>key detail</i>, <i>retell</i>, and <i>important</i>. I can retell the text using key details.
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	With prompting and support: <ul style="list-style-type: none"> I can define the role of the author and illustrator in telling a story.
2.0	With prompting and support: <ul style="list-style-type: none"> I can recognize that stories are told through the combined work of an author and illustrator. I can name the author of a story. I can name the illustrator of a story. I know what is meant by: <i>author, illustrator, role, story, literature</i>
1.0	I am unable to complete 2.0 tasks.

Common Core Standard RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	<ul style="list-style-type: none"> I can explain the role of the author in presenting ideas or information. I can explain the role of the illustrator in presenting ideas or information.
2.0	<ul style="list-style-type: none"> I can recognize that ideas or information in a text is presented through the combined work of an author and illustrator. I can name the author of an informational text. I can name the illustrator of an informational text. <p>I know what is meant by: <i>informational text, author, illustrator, role.</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

1st Grade

Unit 7: English and Language Arts

Point of View/Purpose

Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify the main topic and retell key details of a text.
- Identify who is telling the story at various points in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- write opinion pieces

At Home Support

Many parents ask how they can support their children at home. Below are some questions that you can use with your child as they are engaged in independent reading at home.

- Retell the story using the words: *In the beginning, in the middle, and at the end.*
- What is meant by “a lesson or central message”? What is a lesson or central message in this book?
- Retell a story, including:
 - Title and main character
 - Problem and solution
 - Central message, lesson, or moral
- What was this book mostly about (topic)?
- What were three key details the author told us about this topic?
- Who is telling the story at various points in a text?
- What can you learn about _____ from the pictures in this book?
- What information can you find in the illustrations that the words don’t tell us?

Assessments

Assessments will be given at the end of each lesson chunk (on average of 1 per week). The following learning targets will be measured.

Chunk 1	I can retell stories, including key details, and demonstrate understanding of their central message or lesson.
Chunk 2	I can identify who is telling the story at various points in a text.
Chunk 3	I can identify who is telling the story at various points in a text.
Chunk 4	I can identify the main topic of an informational text. I can use key details when retelling to show my understanding of a text. I can distinguish between the information that is provided in the pictures (or other illustrations) and words in a text.

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	<ul style="list-style-type: none"> I can show I understand the central message or lesson of a story (fiction). I can use key details when retelling to show my understanding of a text.
2.0	<ul style="list-style-type: none"> I can define key words such as <i>central message</i>, <i>key detail</i>, <i>lesson</i>, <i>retell</i>, <i>story</i>, <i>text</i>, and <i>fiction</i>. I can identify when a text is fiction or nonfiction. I can identify key details in a text. I can identify the <i>central message</i> of a text. I know that literature (fiction) has a central message or lesson.
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard RI.1.2: Identify the main topic and retell key details of a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	<ul style="list-style-type: none"> I can identify the main topic of an informational text. I can use key details when retelling to show my understanding of a text.
2.0	<ul style="list-style-type: none"> I can define key words such as <i>key detail</i>, <i>text</i>, <i>nonfiction</i>, and <i>main topic</i>. I can identify when a text is fiction or nonfiction. I can identify key details in a text. I can identify the <i>main topic</i> of a text. I know that informational (nonfiction) text has a main topic.
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard <u>RI.1.6</u> : Identify who is telling the story at various points in a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can identify who is telling the story at various points in a text.
2.0	<ul style="list-style-type: none"> • I can recognize who could be telling the story. • I can identify when a narrator is telling the story. • I can identify when the character telling the story changes. I know what is meant by: <i>narrator, character</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard <u>RI.1.6</u> : Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can distinguish between the information that is provided in the pictures (or other illustrations) and the words in a text.
2.0	<ul style="list-style-type: none"> • I can locate pictures and illustrations in a text. • I can identify what information is provided in the picture or illustration. • I can identify what information is provided by the words in a text. I know what is meant by: <i>picture, illustration, information</i> .
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

2nd Grade

Unit 7: English and Language Arts

Point of View/Purpose

Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Identify the main purpose of the text, including what the author wants to answer, explain or describe.

At Home Support

Many parents ask how they can support their children at home. Below are some questions that you can use with your child as they are engaged in independent reading at home.

- What is the character's point of view? How do you know?
- How does reading with expression help increase fluency, engagement, and comprehension of the text?
- How do you know when different characters are speaking?
- How does understanding the characters' points of view help the reader comprehend the story?
- What is the main purpose of the text?
- What key details support the main purpose of the text?
- What does the author want to answer in the text?
- What does the author want to explain in the text?
- What does the author want to describe in the text?

Assessments

Assessments will be given at the end of each lesson chunk (on average of 1 per week). The following learning targets will be measured.

Chunk 1- Students will identify key details from sections of a text (the most important details)
Students will know what is meant by author's main purpose, answer, explain, describe, key details.
Students will identify the types of key details in a text (fact, key event, part of a life cycle).

Chunk 2- Students will determine if the author is answering a question, explaining a process, or describing a concept.

Students will identify the main purpose of a text (using key details) including what the author wants to answer, explain, or describe.

Chunk 3- Students will identify a character's point of view.

Students will know what is meant by: point of view, perspective, dialogue, emotion, voice.

Students will identify a character's feelings or emotions.

Students will identify when dialogue is being used.

Chunk 4- Students will recognize that characters could have different points of view.

Students will acknowledge when characters have different points of view.

Students speak in a different voice for each character when reading dialogue aloud.

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can: <ul style="list-style-type: none"> Determine if the author is answering a question, explaining a process, or describing a concept. Identify the main purpose of a text (using key details) including what the author wants to answer, explain, or describe.
2.0	I can: <ul style="list-style-type: none"> Identify key details from sections of the text (the most important details). Identify the types of key details from sections in the text (fact, key event, part of a life cycle, etc.). I know what is meant by: <i>author's main purpose, answer, explain, describe, key details.</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard RL.2.6: **Acknowledge** differences in the points of view of characters, including by **speaking** in a different voice for each character when **reading** dialogue aloud.

Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can: <ul style="list-style-type: none">• Acknowledge when characters have different points of view.• Speak in a different voice for each character when reading dialogue aloud.
2.0	I can: <ul style="list-style-type: none">• Identify a character's point of view.• Identify a character's feelings or emotions.• Identify when dialogue is being used.• Recognize that characters could have different points of view. I know what is meant by: <i>point of view, perspective, dialogue, emotion, voice</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

3rd Grade

Unit 7: English and Language Arts

Point of View/Purpose

Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- distinguish their own point of view from that of the narrator or those of the characters.
- distinguish their own point of view from that of the author of a text.

At Home Support

Many parents ask how they can support their children at home. Below are some questions that you can use with your child as they are engaged in independent reading at home.

- What is the narrator's/character's/author's point of view about _____? What details in the text support your answer?
- What is your point of view on these events?
- Describe how your point of view is different/similar from that of the narrator, the characters or the author.

Assessments

Assessments will be given at the end of each lesson chunk (on average of 1 per week). The following learning targets will be measured.

Chunk 1- Students will determine the point of view of the narrator or character.

Chunk 2- Students will distinguish own point of view from that of the author, narrator, or characters.

Chunk 3- Students will determine own point of view and determine the point of view of the author.

Chunk 4- Students will distinguish own point of view from that of the author of a text.

Chunk 5 - Given several different versions of literary texts, students will distinguish the point of views in each story and determine which version represents their point of view. Students will support their point of view by providing reasons and details from the text.

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard <u>RI.3.6</u> : Distinguish their own point of view from that of the author of a text.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can distinguish my own point of view from that of the author of a text.
2.0	I can: <ul style="list-style-type: none"> Recognize that an author writes with a point of view. Determine my own point of view. Determine the point of view of the author I know what is meant by: <i>point of view, author, text, distinguish</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard <u>RI.3.6</u> : Distinguish their own point of view from that of the narrator or those of the characters.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can distinguish my own point of view from that of the narrator or those of the characters.
2.0	I can: <ul style="list-style-type: none"> Recognize that a story is told by a narrator's/ character's point of view. Determine the point of view of the narrator or character. Determine my point of view. I know what is meant by: <i>point of view, perspective, narrator</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

4th Grade
Unit 7: English and Language Arts
Point of View/Purpose
Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- determine the meaning of words or phrases as they are used in a text, including those that allude to significant characters found in mythology.
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to topic or subject area.
- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

At Home Support

Many parents ask how they can support their children at home. Below are some questions that you can use with your child as they are engaged in independent reading at home.

- What does the author suggest without explicitly saying it?
- What does it mean to “make an inference?” (To use clues in the text to draw a conclusion about something that the author implies, but does not state directly).
- Who is the narrator or speaker in the story?
- Is the text told in first, second or third person? How do you know?
- What is the narrator’s point of view (perspective, position, bias) on the event? What details in the text support your answer?
- Can you compare and contrast a first hand and second hand account of the same event or topic and describe the differences in focus and the information provided?

Assessments

Assessments will be given at the end of each lesson chunk (on average of 1 per week). The following learning targets will be measured.

Chunk 1- Students will recognize and identify types of genres and characteristics of mythology. Students will know that stories can be told from different points of view, first and third. Students will recognize and identify word parts, using context clues and resources.

Chunk 2- Students will determine the meaning of words in a text that allude to significant characters found in mythology. Students will determine the point of view from which a story is narrated and how it affects the story. Students will analyze and infer why the author chose specific words. Students will compare and contrast point of views from which different stories are narrated.

Chunk 4 – Students will recall and identify what constitutes a firsthand and secondhand accounts of the same event.

Chunk 5 – Students will describe the focus and information provided in a first and secondhand account of an event.

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard <u>RL.4.4:</u> 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).	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can: <ul style="list-style-type: none">• Use various strategies (e.g., context clues, root words, affixes) to determine the meaning of words and phrases as they are found in a text.• Determine the meaning of words in a text that allude (refer) to significant characters found in mythology (e.g., Herculean).
2.0	I can: <ul style="list-style-type: none">• Identify the characteristics of mythology.• Recognize words in a text that refer to characters found in mythology.• Recognize figurative language. I know what is meant by: <i>genres, literal, non-literal, figurative language, character traits, mythology.</i>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard 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.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can: <ul style="list-style-type: none"> • Use context clues such as definitions, examples, and restatements found in text to determine the meaning of a word. • Use common Greek and Latin affixes and roots to determine the meaning of a word.
2.0	I can: <ul style="list-style-type: none"> • Recognize prefixes, suffixes, root words, homophones, synonyms, and antonyms within a text. • Identify a range of strategies that can help me define unknown words in text including, but not limited to, context clues. • Identify and use resources such as a glossary, dictionary, or thesaurus to determine the meaning of a word. <p>I know what is meant by: <i>synonyms, antonyms, prefixes and suffixes (affixes), Latin and Greek root words, and homophones.</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard 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.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
2.0	I can: <ul style="list-style-type: none"> • Identify the point of view from which a story is being told. • Determine the point of view from which a story is narrated. • Describe how the point of view affects the telling of the story. <p>I know that stories are told from different points of view. I know what is meant by: <i>narration, point of view, first person, third person, perspective.</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard 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.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and the information provided.
2.0	<p>I can:</p> <ul style="list-style-type: none"> • Identify what constitutes a firsthand account of an event or topic. • Identify what constitutes a secondhand account of an event or topic. • Describe the focus and information provided in a firsthand account of an event or topic. • Describe the focus and information provided in a secondhand account of the same event or topic. <p>I know what is meant by: <i>firsthand</i>, and <i>secondhand account</i>, <i>perspective</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

5th Grade

Unit 7: English and Language Arts

Point of View/Purpose

Estimated Dates of Instruction: April 21st – May 9th

Goals for Unit

In this unit, students will

- describe how a narrator's or speaker's point of view influences how events are described
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

At Home Support

Many parents ask how they can support their children at home. Below are some questions that you can use with your child as they are engaged in independent reading at home.

- What other words could the author have used instead of _____?
- What similar words did the author use to explain/describe ___?
- What is the narrator's or speaker's point of view? How do you know?
- Based on evidence from the text how would you describe the narrator or speaker?
- How does the narrator's/speaker's point of view influence the descriptions/events/perception of characters in the text?
- How would the story be different if another character was telling the story?
- How does the narrator's/speaker's point of view influence the descriptions/events?
- Why would the point of view be different in these versions?

Assessments

Assessments will be given on the following lesson chunks. The following learning targets will be measured.

Chunk 1- Students will identify the narrator's/speaker's point of view.

Chunk 2- Students will describe how a narrator's/speaker's point of view influences how events are described.

Chunk 3- Students will analyze multiple accounts of the same event or topic, and note the important similarities and differences in the point of view they represent.

Chunk 4- Students will describe the important similarities and differences in the point of view of multiple accounts of the same event or topic and describe how the author's point of view influences the way information is presented in a text.

Scales for Learning and for Assessment

Scales are in place to help the students identify what they must know, understand and do. Scales help the students identify where they are in the unit. They have a clear vision of what they can do and what they are about to learn. Scales can also be used to evaluate student work. It is important to understand scales. The 3.0 on the scale is where the grade level standard is located. The minimal end-of-unit expectation is at the 3.0 level.

Common Core Standard RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2.0	<p>I can...</p> <ul style="list-style-type: none"> Identify the topic or event represented. Identify the author's point of view. Identify multiple accounts of the same event or topic and tell when an author's point of view is different. Describe the important similarities in the point of view of multiple accounts of the same event or topic. Describe the important differences in the point of view of multiple accounts of the same event or topic. Describe how the author's point of view influences the way in which information is presented in a text. <p>I know what is meant by: <i>analyze, multiple accounts, noting, point of view, represent</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.

Common Core Standard <u>RL.5.6</u> : Describe how a narrator's or speaker's point of view influences how events are described.	
Score	Learning Progression
4.0*	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0 Target (Standard)	I can describe how a narrator's or speaker's point of view influences how events are described.
2.0	<p>I can:</p> <ul style="list-style-type: none"> • Identify the narrator's point of view. • Identify the speaker's point of view. • Identify the events being presented. • Describe the events being presented. • Describe how a narrator's point of view influences how events are described. • Describe how a speaker's point of view influences how events are described. <p>I know what is meant by: <i>narrator, speaker, point of view, influence</i></p>
1.0	With prompting and/or support, I am unable to complete 2.0 tasks.