

ELA

Prioritized ELA Curriculum

	4/6-4/17 Unit 1	4/20-5/1 Unit 2	5/4-5/15 Unit 3	5/18-5/29 Unit 4	6/1-6/12 Unit 5	6/15-6/26 Unit 6
ELA- Standards of Focus						
P K	Integration of Knowledge and Ideas R7, W2	Craft and Structure R6, W7	Key Ideas and Details R1, W4	Key Ideas and Details R2, W3	Key Ideas and Details R3, W6	Integration of Knowledge and Ideas R9, W1
	<p>PKR7: Describe the relationship between illustrations and the text. (RI&RL)</p> <p>PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.</p>	<p>PKR6: Describe the role of an author and illustrator. (RI&RL)</p> <p>PKW7: Engage in a discussion using gathered information from experiences or provided resources.</p>	<p>PKR1: Participate in discussions about a text. (RI&RL)</p> <p>PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</p>	<p>PKR2: Retell stories or share information from a text. (RI&RL)</p> <p>PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.</p>	<p>PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)</p> <p>PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p>	<p>PKR9: Make connections between self, text, and the world. (RI&RL)</p> <p>PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.</p>
K	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7
	<p>KR7: Describe the relationship between illustrations and the text.</p> <p>KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.</p>	<p>KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.</p> <p>KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</p>	<p>KR2: Retell stories or share key details from a text.</p> <p>KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.</p>	<p>KR1: Develop and answer questions about a text.</p> <p>KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</p>	<p>KR1: Develop and answer questions about a text.</p> <p>KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p>	<p>KR3: Identify characters, settings, major events in a story, or pieces of information in a text.</p> <p>KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral</p>

						expression, and/or emergent writing).
1	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7
	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. 1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	1R6: Describe how illustrations and details support the point of view or purpose of the text. 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	1R2: Identify a main topic or central idea in a text and retell important details. 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	1R1: Develop and answer questions about key ideas and details in a text. 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	1R1: Develop and answer questions about key ideas and details in a text. 1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
2	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7
	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Ss in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.)	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events. 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
3	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7

	<p>3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).</p> <p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p>3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.</p> <p>3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).</p>	<p>3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</p> <p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</p> <p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>
4	<p>Integration of Knowledge and Ideas R7, W1</p>	<p>Craft and Structure R6, W4</p>	<p>Key Ideas and Details R2, W3</p>	<p>Key Ideas and Details R1, W2</p>	<p>Key Ideas and Details R1, W6</p>	<p>Research to Build and Present Knowledge R3, W7</p>
	<p>4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.</p> <p>4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p>4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.</p> <p>4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>	<p>4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <p>4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> <p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>
5	<p>Integration of Knowledge and Ideas R7, W1</p>	<p>Craft and Structure R6, W4</p>	<p>Key Ideas and Details R2, W3</p>	<p>Key Ideas and Details R1, W2</p>	<p>Key Ideas and Details R1, W6</p>	<p>Research to Build and Present Knowledge R3, W7</p>

	<p>5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts</p> <p>5W1: Write an argument to support claims with clear reasons and relevant evidence.</p>	<p>5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they</p> <p>5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.represent.</p>	<p>5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p> <p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p>5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>	<p>5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p> <p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p>5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p> <p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>
6	<p>Integration of Knowledge and Ideas R7, W1</p>	<p>Craft and Structure R6, W4</p>	<p>Key Ideas and Details R2, W3</p>	<p>Key Ideas and Details R1, W2</p>	<p>Key Ideas and Details R1, W6</p>	<p>Research to Build and Present Knowledge R3, W7</p>
	<p>6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.</p> <p>6W1: Write arguments to support claims with clear reasons and relevant evidence</p>	<p>6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.</p> <p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.</p> <p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p>	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>6W6: Conduct research to answer questions, including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> <p>6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>

7	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7
	<p>7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject.</p> <p>7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.</p> <p>7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.</p> <p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p>	<p>7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>7W6: Conduct research to answer questions, including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p>7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> <p>7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>
8	Integration of Knowledge and Ideas R7, W1	Craft and Structure R6, W4	Key Ideas and Details R2, W3	Key Ideas and Details R1, W2	Key Ideas and Details R1, W6	Research to Build and Present Knowledge R3, W7
	<p>8R7: Evaluate the advantages and disadvantages of using different media – text, audio, video, stage, or digital – to present a particular subject or idea and analyze the extent to which a production</p> <p>8W1: Write arguments to support claims with clear reasons and relevant evidence. remains faithful to or departs from the written text.</p>	<p>8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.</p> <p>8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when</p>	<p>8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p>	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>	<p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> <p>8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data</p>

		appropriate.				and conclusions of others; avoid plagiarism and follow a standard format for citation.
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Sample Closure Instructional Plan

Unit 1	Dates: 4/6–4/17	Subject:	Grade: 2 Teacher: xyz
Unit Name: Learning to Learn Online While Learning Why We are Learning Online Unit description: In this unit students will learn how information presented virtually is similar and how it differs from information presented in the classroom. Students will become more comfortable navigating a variety of information sources and ways to share what they have learned. Students will learn more about how the environment, the government and individuals work together to solve problems.			
Standards and Teaching Points: 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features <ul style="list-style-type: none"> - Identify what information illustrations and/or text features add to the text. - Make connections between information found in illustrations and words in the text. - Make connections between the author's use of text features to highlight important information within a text. 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Ss in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.) <ul style="list-style-type: none"> - Review definition of an opinion and reason - Differentiate between a fact and an opinion. - Apply understanding of new vocabulary words: arguments, claim, personal experience, and evidence. - Make relationships between personal experiences and opinions/topics using clear examples. - Compose an opinion piece using relevant reasons or evidence to support that opinion. Social Studies: 2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service. <ul style="list-style-type: none"> - Understand the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them. - explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). - identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws. K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. <ul style="list-style-type: none"> - Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1) - Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) - Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) - Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3) 			
Essential questions and big ideas of the unit How do we make sense of information presented in different ways?			

- Learners understand that there are similarities and differences in how information is presented.
 - Learners formulate their own opinions while taking in information from differing sources based on their own experiences.
- How do the environment, government and the American people work together and apart to make change?
- People live in communities that rely on systems and rules to work together.
 - The environment impacts how people live in a variety of ways; weather, available resources, geographical locations.
 - People, communities, and governments work together to make and enforce rules and to predict and to solve problems affecting people.

The video lesson should stand alone as instruction. Lesson extension and support experiences offer further reinforcement of knowledge and skills taught in the lesson.

Lesson	Model(s) of Delivery	Guiding Questions & Student Learning Target	Formative/summative assessment	New Vocabulary	Tools/Resources/Strategies	
					Lesson extension experiences (science/SS focus)	Lesson Support Experiences
Monday 4/6	-10 minute Video lesson	How can you relate new ways to learn information to your own experiences? I can recognize different ways to get information. I can give one example of how the environment, government and/or people in my community change my day..	Response through email or phone call Google Voice	Citizen,	Ex. NewsELA article Video: Readworks article	Art: Mo Willems Pigeon Needs a Bath read using ASL- BOCESvideo Mo Willems Doodle Lunch PE: Learning Game: PBS Kids Reading Foundations: ABCmouse Reading Fluency: Reading a-z
Tuesday 4/7						Music: PE: Reading Foundations: Listening Comprehension: Storyline Online Learning Game:
Wednesday 4/8						Art: PE: Reading Foundations: Listening Comprehension: Learning Game:
Thursday 4/9						Music: PE: Reading Foundations: Listening Comprehension: Learning Game:
Friday 4/10						Art: PE: Reading Foundations: Listening Comprehension: Learning Game:

Monday 4/13						Music: PE: Reading Foundations: Listening Comprehension: Learning Game:
Tuesday 4/14						Art: PE: Reading Foundations: Listening Comprehension: Learning Game:
Wednesday 4/15						Music: PE: Reading Foundations: Listening Comprehension: Learning Game:
Thursday 4/16						Art: PE: Reading Foundations: Listening Comprehension: Learning Game:
Friday 4/17						Music: PE: Reading Foundations: Listening Comprehension: Learning Game:

Reflections on the Entire Unit	
What worked well that I definitely want to do again:	Data or Evidence for Why
What I would do differently next time:	Data or Evidence for Why
Additional Thoughts:	

[illegible]

Sample Math Closure Instructional Plan

Unit 1	Teacher Name: Swain	Subject: Math			Grade: 2	
Unit Name:						
Unit description:						
Standards:						
Essential questions and big ideas of the unit -						
Lesson	Model(s) of Delivery	Teaching Points	Formative/ summative assessment	New Vocabulary	Tools/Resources/Strategies	
					Lesson extension experiences (science/ss focus)	Lesson Support Experiences
Monday 4/6	-10 minute Video lesson - follow up exercises					
Tuesday 4/7						
Wednes day 4/8						
Thursda y 4/9						
Friday 4/10						
Monday 4/13						
Tuesday 4/14						

Wednes day 4/15						
Thursda y 4/916						
Friday 4/17						

Reflections on the Entire Unit	
What worked well that I definitely want to do again:	Data or Evidence for Why
What I would do differently next time:	Data or Evidence for Why
Additional Thoughts:	