



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

**Please Type**

Contractor full name: Columbia Center for Technology and School Change

Doing Business As, if applicable: Columbia Center for Technology and School Change

Business Address: 525 West 120<sup>th</sup> Street, Box 8, New York, New York 10027

Business Phone: 212.678.74.27

Business email: ellen.meier@tc.edu

SS# OR Tax ID #:

Funding Source & Acct # including location code:  
Title IVA (2511-6291-56694-0000) - \$20,000  
& Title III (2518-5679-56694) \$16,000

Principal or Supervisor: Ivelise Velazquez, Asst. Superintendent for Curriculum and Instruction

Agreement Effective Dates: From 4/27/2021 To 6/30/21

Hourly rate or per session rate or per day rate:  
\$1000 per hour for professional learning presentations  
\$42 per hour for consulting/coordination  
Total amount: **\$36,000**

Description of Service: Please provide a one or two sentence description of the service.

The Center for Technology and School Change will provide 4 sessions of professional learning to two groups of educators, PreK-2 group and 3-5<sup>th</sup> grade group, for a total of 8 sessions on curriculum writing. The Center will guide the writing of interdisciplinary units of study based on culturally relevant pedagogy and project based learning. The team of educators will be supported as they write units that incorporate inquiry into interdisciplinary content drawing from science, social studies and English Language Arts standards for learning. The Center will also review and provide feedback on the units of study throughout the writing process.

Submitted by: \_\_\_\_\_ Phone: \_\_\_\_\_



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Ivelise Velazquez, Assist. Superintendent for Curriculum and Instruction  
**Date:** April 13, 20221  
**Re:** Center for Technology and School Change Professional Learning

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### **Executive Summary/ Statement:**

The Center for Technology and School Change will provide 4 sessions of professional learning to two groups of educators, PreK-2 group and 3-5<sup>th</sup> grade group, for a total of 8 sessions on curriculum writing. The Center will guide the writing of interdisciplinary units of study based on culturally relevant pedagogy and project based learning. The team of educators will be supported as they write units that incorporate inquiry into interdisciplinary content drawing from science, social studies and English Language Arts standards for learning. The Center will also review and provide feedback on the units of study throughout the writing process.

### **Amount of Agreement and the Daily, Hourly or per Session Cost:**

**Total: \$36,000**

#### **Hourly:**

\$1000 per hour of professional learning/PD session

\$42 per hour for review and feedback of curriculum

**Funding Source & Account #:** 2518-5679-56694, \$16,000 and 2511-6291-56694, \$20,000

**Key Questions:** (Please have someone ready to discuss the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education):

1. Please describe how this service is strategically aligned to the District Continuous Improvement Plan? In New Haven's Strategic Plan, under the Academic Learning Priority, the District set a goal to "build capacity for teachers to provide instruction that is culturally-responsive, relevant for students, and includes real-world connections." This project will lead to curriculum grounded in culturally relevant pedagogy for use in grades preK-5<sup>th</sup> grade.
2. What specific need will this contractor address? The Center will assist the district in writing curriculum.

3. How was the contractor selected? Quotes? RFP? Sealed Bid or Sole Source? Please describe the selection process including other sources considered and the rationale for selecting this method of selection:
  - The Assistant Superintendent for Curriculum and Instruction and the Director of Multilingual Learners met with five vendors recommended by District staff who has contracted without outside vendors on curriculum writing in the past.
  - Three of those vendors were asked to submit proposals for the professional development support needed to write the units of study.
  - Of those one met the specifications of the projects including expertise in culturally relevant pedagogy, writing curriculum and project based learning.
4. If this is a continuation service, when was the last time the alternatives were sought? N/A
5. What specific skill set does this contractor bring to the project? Deep knowledge of instruction.
6. How does this contractor fit into the project as a whole? (Please attach a copy of the contractor's resume): The document regarding the organization is attached, including sample documents.
7. Is this a new or continuation service? No
8. If this is a continuation service has cost increased? N/A
  - a) If yes, by how much?
  - b) What would an alternative contractor cost?
  - c) Is this a service existing staff could provide? Why or why not?
9. Evidence of Effectiveness: How will the contractor's performance be monitored and evaluated? The unit of study written by the New Haven educators will render documents that will be piloted with students and evaluated for their effectiveness in teaching students the CT learning standards using project-based assessments and rubrics.
10. If a continuation service, attach a copy of the previous evaluations or archival data demonstrating effectiveness. (If archival data includes lengthy reports, syllabi, training materials, etc., please have a copy available for review)
11. If the service is a professional development program, can the training be provided internally, by district staff? No
  - a) If not, why not? The units that will be created will draw on the expertise from various New Haven Public Schools educators, but will require the Center to facilitate an integration of the content expertise to ensure the interdisciplinary units are balanced effective.
  - b) How will the output of this Agreement contribute to building internal capabilities? The initial professional learning to establish the design and process for writing the units will be replicated three more times for a total of four units per grades PreK-5<sup>th</sup>.

12. Why do you believe this Agreement is fiscally sound? The project will train a team of 45 educators to produce interdisciplinary units, a capacity that will carry them forward to lead the district in the area of project-based learning, which has the potential to engage students more fully in learning. By building the capacity of our staff, we will be able to reproduce quality interdisciplinary units in 6-12<sup>th</sup> as well.
  
13. What are the implications of not approving this Agreement? We run the risk of writing curriculum units that are not as engaging of students, lacking the use of inquiry and project-based learning, and failing to engage students of all learning styles and backgrounds. The project is designed to utilize culturally relevant pedagogy that has been proven to eliminate the opportunity barriers for students of color and provide a more inclusive education for all students.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**Center for Technology and School Change (CTSC)**

FOR DEPARTMENT/PROGRAM:

**Academic Office and Department of Multilingual Learners**

This Agreement entered into on the 13<sup>th</sup> day of April, 2021, effective (*no sooner than the day after Board of Education Approval*), the 27 day of April, 2021, by and between the New Haven Board of Education (herein referred to as the “Board” and, Center for Technology and School Change (CTSC) located at, 525 125<sup>th</sup> Street, New York, NY 10027 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of **\$36,000.00**. The maximum amount the contractor shall be paid under this agreement: Thirty six thousand dollars (\$36,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

**Fiscal support** for this Agreement shall be by Title III and Title IVA Program of the New Haven Board of Education, **Account Number(s):** 2518-5679-56694, \$16,000 and 2511-6291-56694, \$20,000

This agreement shall remain in effect from April 27, 2021 to June 30, 2021.

**SCOPE OF SERVICE:** *Describe service deliverables, including, locations and costs for service, including travel and supplies, if applicable. A detailed Scope of Service with pricing is attached.*

The Center will partner with the district’s Academic Office and the Office of Multilingual Learners to build the capacity of NHPS educators as they engage students in high quality, standards-based learning experiences that leverage the strengths and lived experiences of all children, including ELs and other underserved groups. The longer-term work is three-fold: (1) to prepare teachers as curriculum writers to design engaging and rigorous interdisciplinary units; (2) to support teachers in understanding and applying key principles from the Learning Sciences, Culturally Relevant Pedagogy, and inclusion within their instruction; and (3) to engage leaders in the process, and prepare them to support shifts in pedagogy given principles of school change.

**Exhibit A: Scope of Service:** Please attach contractor's detailed Scope of Service with all costs for services including travel and supplies, if applicable.

**Exhibit B: Student Data and Privacy Agreement:** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contractors may begin service no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 10/2/18



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Revised: 10/2/18



## New Haven Public Schools (NHPS)

Proposed Collaboration

Part 1, Submitted April 8, 2020

### Introduction

The Center for Technology and School Change (CTSC) at Teachers College, Columbia University proposes a strategic, multi-year professional development effort with the goal of supporting culturally-relevant, project-based approaches to pedagogy across the NHPS. The Center will partner with the district's Office of Curriculum, Instruction, and Assessment and the Office of English Learners to build the capacity of NHPS educators as they engage students in high quality, standards-based learning experiences that leverage the strengths and lived experiences of all children, including ELs and other underserved groups. The longer-term work is three-fold: (1) to prepare teachers as *curriculum writers* to design engaging and rigorous interdisciplinary units; (2) to support *teachers* in understanding and applying key principles from the Learning Sciences, Culturally Relevant Pedagogy, and inclusion within their instruction; and (3) to engage *leaders* in the process, and prepare them to support shifts in pedagogy given principles of school change.

### Proposed Work, Part 1

The immediate proposal focuses on *Part 1* of the larger initiative, and details strategic activities planned for Spring 2021. Core to the work is an introductory series for highly experienced PK-5 NHPS teachers, selected from across the district to serve on an interdisciplinary curriculum writing team for the elementary grades.

The proposed work is framed around the Center's model for professional development, *Innovating Instruction*®. This approach is based on research findings from over fifteen years of work with teachers and leaders across PK-12 schools, and the most recent research regarding how teachers and students learn best (see Appendix A).

Primary elements of this series include interactive, online workshops and small-group collaborative planning sessions. Teachers will be introduced to *Understanding by Design* as a process for creating high-quality projects (Wiggins & McTighe, 2005), and will learn more about what we know about effective teaching and learning. Participants will interact with a sample project, deconstruct successful elements of the learning experience and identify the most valuable components of a NHPS interdisciplinary unit. Theory and research from the Learning Sciences (Bransford, 2018) will frame the work: this includes what we know about how students learn in relation to effective pedagogy (i.e., student-centered, inquiry-based approaches; meeting the needs of all learners through differentiated instruction; authentic, interdisciplinary approach to content). The sessions will also reflect on Culturally Responsive Pedagogy (CRP) (Ladson-Billings, 2004), and will support the curriculum writing team in designing units that embrace a CRP approach.

The desired output of this initial work represents the first step in the curriculum writing process: a scope and sequence of the four interdisciplinary units. The scope and sequencing process includes the identification of big ideas across the disciplines and serves as an opportunity to

horizontally and vertically plan the key concepts and ideas of focus, in alignment to the district's existing curriculum.

The work is intensive, and teachers are expected to fully commit to the initiative both during and in preparation for the sessions. Assignments and readings will supplement the series and support individual reflection on the key ideas introduced as part of the collaboration.

### *Preliminary Schedule*

The series will consist of four half day sessions. Participants can expect to work as a larger group, and in smaller, grade-level teams to accomplish the work. Preliminary session plans are as follows:

*Session 1 (Late April).* Participants will explore approaches to project-based learning and will be introduced to *Understanding by Design* as a process for developing interdisciplinary units. Participants will tease out successful elements of projects, and connections will be made to the Learning Sciences. The scope and sequencing template will also be introduced.

*Session 2 (Early May).* Participants will learn about emerging teaching and learning practices, as well as Critically Responsive Pedagogy as a theoretical framework. Participants will begin to identify big ideas of importance to NHPS, as entry points into the authentic, interdisciplinary units.

*Session 3 (Early June).* Participants will revisit the proposed big ideas alongside existing NHPS curriculum and will begin to horizontally and vertically align key understandings and learning standards of focus across and within the grade levels.

*Session 4 (Late June).* Participants will reflect on the scope and sequencing work, revisiting the vertical and horizontal alignment of the proposed unit overviews, as well as the ways in which CRP is reflected within the overall plans. A peer feedback exercise will support this reflection, and participants will be given time in small groups to follow-up with suggested refinements and areas of wondering.

This work will be followed by a second series in Part 2 of the larger initiative (proposal forthcoming), where participants will begin building out a unit, and spend more time thinking about pedagogical approaches to project-based work, including a focus on inquiry based learning and opportunities and strategies for differentiating instruction.

### **Expertise of CTSC and CTSC Facilitators**

Based on more than two decades of experience in developing, delivering, and researching professional development focused on school reform, the Center for Technology & School Change has developed a strong model for professional learning: Innovating Instruction. The Center's professional development programs have been shown to engage teachers in developing rigorous, student-centered projects focused on understanding. Formal research on the Innovating Instruction approach is ongoing. The Center is currently engaged in a second, early-stage study of Innovating Instruction with funding from the National Science Foundation (DRL-1238643). Results from the participating teachers and facilitators document significant changes in understanding and perspectives around STEM, a growing sophistication in interdisciplinary design practices, and the importance of working directly with

district and building leaders on change. The Center also found a significant main effect for Innovating Instruction ( $F(1, 68) = 4.98; p = .026$ ) Cohen's  $d = 0.54$  on interdisciplinary design practices when compared to a within-school, business-as-usual condition. NSF is also funding a late-stage study of Innovating Instruction beginning July 2021.

At this point in time, the model itself is well developed, and has recently been published (either in-part or in-whole) through peer-reviewed journals and at national conferences. Recent papers are listed in Appendix B.

Using this research-based approach, the Center has provided over a decade of services to the New York City Public Schools and other large urban districts, including the New Haven Public Schools, the Yonkers Public Schools, and the Bridgeport Public Schools. Recent and related grants and projects (within the past five years) are listed in Appendix C. References are noted in Appendix D. A scope and sequence template is provided in Appendix E and representative teacher work (i.e., a fifth grade project plan) is included in Appendix F.

***CTSC Facilitators***

CTSC is staffed by a dynamic and diverse group of researchers and practitioners with years of collective classroom teaching experience. Our facilitators are professional development experts with different areas of speciality grounded in both academic and real world experience. Facilitators will be selected for this initiative based on their area of expertise, as well as their availability for the sessions when scheduled. Ideally, pending scheduling, the team will include Dr. Alexander Thomas, Jacqueline Pilati and/or Yvonne Thevenot. Find more about us at [ctsc.tc.columbia.edu/about-us](http://ctsc.tc.columbia.edu/about-us)

**Budget, Part 1**

Activities, 4/21 - 6/21	Unit Price	Units	Cost
Interactive, online half-day workshop session for 20-25 for Gr. PK-2 teachers	\$3,000/session	4 sessions	\$12,000
Interactive, online half-day workshop session for 20-25 for Gr. 3-5 teachers	\$3,000/session	4 sessions	\$12,000
Feedback and support on ongoing assignments (including scope and sequencing)	\$1,500/day	6 days	\$9,000
Communication and Coordination	\$1,500/day	2 days	\$3,000
<b>Total Cost</b>			<b>\$36,000</b>

**Appendix A**
  
 CTSC’s Model for Professional Development: *Innovating Instruction*®

DESIGN - Engage teachers as designers of student-centered, authentic learning experiences	
1. Embrace A Design Approach	Model and support a backwards design approach to project planning that creates meaningful learning experiences for students.
2. Enrich Content Knowledge	Provide opportunities for deepening teachers’ understanding of content, including cross-curricular connections, learning standards, and student misconceptions.
3. Integrate Assessment Practices	Facilitate the design of authentic assessment and data use to identify and respond to student needs.
4. Leverage Digital Tools	Teach the integration of digital tools as part of the design process to facilitate interactive student learning and to enrich content.
SITUATE - Provide learning experiences for teachers that respects them as professionals and adapts the learning for their particular school and situation	
1. Contextualize Teacher Learning	Situate the design work in the professional lives of teachers in order to connect deeply to the realities of teachers’ classrooms and their students.
2. Model Effective Practice	Provide interactive, hands-on professional development that engages teachers and models project-based learning with available tools and resources.
3. Individualize Support	Co-construct project plans based on student and curricular needs, provide ongoing support for classroom implementation, and facilitate reflection on teaching and learning.
LEAD - Support leaders in guiding and sustaining change initiatives, while positioning teachers as agents of change	
1. Envision Change	Prioritize instructional leadership and develop actionable goals to promote change in self-identified areas of need.
2. Empower Leadership At All Levels	Provide a forum for identifying leaders--administrators, teachers, and community members--who can spearhead efforts that contribute to the common vision.
3. Sustain A Culture For Innovation	Scaffold educators’ efforts toward instructional innovation to realize goals beyond the immediate scope of the professional development.
4. Research	Lead research that informs the transformative use of technology in existing and emerging practices in schools, while contributing to evolving scholarship on innovations for teaching and learning

## Appendix B

### Recent and Related Publications and Presentations

- Meier, E. (2021). Designing and using digital platforms for 21st century learning. *Educational Technology Research and Development*, 1-4.
- Meier, E., Mineo, C. Diaz-Yanez, K., Du, X., and Ma, Y. (2021). *Educational Responsibility for Addressing Complex Problems: STEM Research in Underserved Schools. Reporting out on STILE 2.0*. Paper session at the annual meeting of the American Educational Research Association, Online.
- Meier, E., Page, K., Rodriguez, K., Way, K., Smith, L., and Mineo, C. (2020). *Beyond Technology for All: Understanding and Transforming the Innovation Divide*. Workshop session at the Reimagining Education: Teaching, Learning and Leading for a Racially Just Society Summer Institute, Online.
- Meier, E., (2018) Connecting to Congress: Stories and strategies. Panel session at the annual meeting of the American Educational Research Association, New York, New York.
- Meier, E. (2018) The Collaborative Imperative. In L.Lin & J.M. Spector (Eds.), *Constructive Articulation Between the Sciences of Learning and the Instructional Design and Technology Communities*. New York: Routledge.
- Bull, G., Spector, J. M., Persichitte, K., Meier, E. (2017). Reflections on preparing educators to evaluate the efficacy of educational technology: An interview with Joseph South. *Contemporary Issues in Technology and Teacher Education*, 17(1).
- Bull, G., Spector, J. M., Persichitte, K., & Meier, E. (2017). Preliminary recommendations regarding preparation of teachers and school leaders to use learning technologies. *Contemporary Issues in Technology and Teacher Education*, 17(1).
- Meier, E., Horton, D., McCall, S., Yusaitis Pike, J., Sanchez, R. Thomas, A., Mineo, C. (2017). *Innovating Instruction: Systemic transformation at the school level*. Paper presented at the annual meeting of the American Educational Research Association, Austin, Texas.
- Meier, E., Horton, D. (2017). *A qualitative perspective on mixed methods randomized control trial approaches. Panel on Efficacy Research*. Paper presented at the annual meeting of the American Educational Research Association, Austin, Texas.
- Meier, E., Mineo, C., Yusaitis Pike, J., Horton, D. McCall, S. Sanchez, R. Thomas, A. (2017). *Teachers as designers: Facilitating pedagogical change for STEM Learning*. Paper presented at the annual meeting of the American Educational Research Association, Austin, Texas.
- Meier, E., Sanchez, R. (2016). *Rethinking instruction with an educational reform context: Teachers as designers, student as knowledge builders*. Chair for the Panel: "Reshaping Mexican educational landscapes: Instructional leadership for SEM teaching and learning". Paper presented at the Latin American Studies LASA
- Meier, E. (2015). Beyond a digital status quo: re-conceptualizing online learning opportunities. Bank Street Occasional Paper Series 34. Reimagining Progressive Practice Issue. Retrieved from <https://www.bankstreet.edu/occasional-paper-series/>

## **Appendix C**

### Recent and Related Projects

Systemic Transformation of Inquiry Learning Environments (STILE 2.0) for STEM. Partner: New York City Schools -- PS/MS84, PS130, PS197, IS145, PS261, MS 267, PS2, Bronx Park Middle School, MS588, MS328; Yonkers Public Schools. Funded by the National Science Foundation. 09/01/16 – 08/31/2021. (Professional Development Implementation and Research, Grades K- 8 Teachers and Administrators, Integrated STEM).

Professional Development -- Innovating Instruction for Magnet Schools. Partner: New York City Public Schools, Districts 28, 6, 8 and 11. Funded by the Federal Magnet School Assistance Program. 09/01/17 - 08/31/21. (Professional Development Implementation, Grades K- 8 Teachers and Administrators, Integrated STEM).

Professional Development -- Innovating Instruction for Magnet Schools. Partner: New Haven Public Schools. Funded by the Federal Magnet School Assistance Program. 09/01/17 - 08/31/21. (Professional Development Implementation, Grades K- 8 Teachers and Administrators, Integrated STEM).

Professional Development -- Instructional Support for Online Learning during COVID-19. Partner: PS 207K. Contract. 04/24/20 - 06/30/20. (Professional Development Implementation, Grades K- 8 Teachers and Administrators, Strategies for Online Teaching and Learning; Interdisciplinary, Project-Based Approaches at a Distance).

Professional Development -- Innovating Instruction for Magnet Schools. Partner: New York City Public Schools, Districts 25 and 30. Funded by the Federal Magnet School Assistance Program. 09/01/16 - 08/31/20. (Professional Development Implementation, Grades K- 8 Teachers and Administrators, Integrated STEM).

Professional Development -- Innovating Instruction for Magnet Schools. Partner: New Haven Public Schools. Funded by the Federal Magnet School Assistance Program. 09/01/16 - 08/31/19. (Professional Development Implementation, Grades K- 8 Teachers and Administrators, Integrated STEM).

Systemic Transformation of Inquiry Learning Environments (STILE) for STEM, Partner: New York City Schools, MS 447 and IS686. Funded by the National Science Foundation. 10/01/12 – 09/01/2015. (Professional Development Implementation and Research, Grades K- 8 Teachers and Administrators, Integrated STEM).

STEM Early College Expansion Partnership (SECEP). Partner: Bridgeport Public Schools. Funded by USDOE Investing in Innovation Fund (i3), subaward through the National Center for Restructuring Education, Schools, and Teaching (NCREST), 1/1/14 – 12/31/18. (Professional Development Implementation and Research, Grades 9 – 12 Science Teachers).

Professional Development Project-Based Learning and Technology Integration. Partner: New Haven Magnet Schools. Funded by the Federal Magnet School Assistance Program. 12/01/14 – 06/30/2016. (Professional Development Services, Grades 1 – 8, Integrated STREAM).

## Appendix D References

1. Todd Levitt  
New York City Department of Education  
Executive Director Magnet Schools Assistance Program (MSAP)  
415 89th Street  
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718-630-1664  
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2. Michele Bonanno  
New Haven Public Schools  
Director of Magnet Schools  
54 Meadow Street  
New Haven, CT 06519  
203-946-5693  
michele.bonanno@new-haven.k12.ct.us
3. Neil McNeil, Jr.  
New York City Department of Education  
Principal, PS 207K Elizabeth G. Leary  
4011 Fillmore Avenue  
Brooklyn, NY 11234  
718-645-8667  
nmcneill@ps207tigers.org

\* Letters available upon request.

**Appendix E**  
Sample Scope and Sequencing Template



		School Name			
ESSENTIAL QUESTIONS		Unit 1: What is design? How does design impact us?	Unit 2: How are form and function related in design and engineering?	Unit 3: How can technology assist us in design and engineering?	Unit 4: How can we use design to improve our world?  How has design changed over time?
GRADE & THEMES					
K	<p><b>Me and My Community</b></p> <p><b>Fundamental Principles of Architecture &amp; Design</b></p>	<p><b>Big Ideas:</b> Geometric Shapes &amp; Structures</p> <p><b>Content Areas/Standards:</b> Math</p> <p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Design is composed of manipulating the physical characteristics of size, shape, texture, proportion, scale, mass and color.</li> <li>Visual relationships are determined by light, shadow, edges and contrast.</li> <li>Visual thinking is a key to awareness of the built environment.</li> <li>The creative process is basic to design.</li> <li>Aesthetics is the artistic component of architecture.</li> <li>Design is experienced through human sensory perception.</li> <li>Architecture and design satisfies emotional and spiritual needs in addition to physical needs.</li> </ul> <p><b>Performance Task:</b> Using shapes and pictures, draw your home and the people and places that are important to you. Discuss the layout of your house and how it impacts your life.</p>	<p><b>Big Ideas:</b> Structures</p> <p><b>Content Areas/Standards:</b> Math, ELA, SS</p> <p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Order is the arrangement and organization of elements to help solve visual and functional problems.</li> <li>Visual relationships are determined by light, shadow, edges and contrast.</li> <li>Form follows function is a design approach whereby the form of the building is determined by the function of its spaces and its parts.</li> <li>Mass creates form, which occupies space and brings into being a spatial articulation.</li> </ul> <p><b>Performance Task:</b> Using shapes, create a scale model of your body. As a class, design a play area in your classroom using shapes and furniture that fit your bodies!</p>	<p><b>Big Ideas:</b> Neighborhoods</p> <p><b>Content Areas/Standards:</b> Math, ELA, SS</p> <p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Balance is the creation of visual harmony through the use of color and the manipulation of form.</li> <li>Design is experienced through human sensory perception.</li> <li>Social structure, culture and the built environment have a direct influence on one another.</li> <li>Past, current and future technologies influence design decisions</li> </ul> <p><b>Performance Task:</b> Map your neighborhood using an iPad. Explore GPS and mapping technology.</p>	<p><b>Big Ideas:</b> Nature &amp; Design</p> <p><b>Content Areas/Standards:</b> ELA, Math, SS, Sci</p> <p><b>Essential Question(s):</b> What makes something a home? How does nature influence the design of homes?</p> <p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Nature is a model for architectural forms and shapes. Sustainable design of the built environment protects the natural environment.</li> <li>Sustainable Design of the built environment protects the natural environment.</li> <li>Mass creates form, which occupies space and brings into being a spatial articulation.</li> <li>Sustainable design of the built environment protects the natural environment.</li> <li>Climate and the natural environment influence design decisions.</li> </ul> <p><b>Performance Task:</b> Create a bird's nest that will provide safety and structure and hold a (representation of an egg) for 5 seconds.</p>

<b>School Name</b>					
<i>Magnet Units Scope and Sequence</i>					
<b>ESSENTIAL QUESTIONS</b>		<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>	<b>Unit 4:</b>
<b>GRADE &amp; THEMES</b>					
<b>PK</b>		Big Ideas:  Content Areas/Standards:  Understandings:  Performance Task:	Big Ideas:  Content Areas/Standards:  Understandings:  Performance Task:	Big Ideas:  Content Areas/Standards:  Understandings:  Performance Task:	Big Ideas:  Content Areas/Standards:  Understandings:  Performance Task:
<b>K</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					

Sample/Template Scope and Sequence

4					
5					

## Appendix F Sample Unit

\*We construct units *with teachers*. The unit plans are considered living documents and are often revisited and refined both during and following unit implementation. We received special permission from a group of fifth grade teachers to share the following. Please note that we worked within the school's existing backwards planning template for unit design. Depending on the preference of NHPS, we may use a simplified, standard version of the unit template from *Understanding by Design*.

# PROJECT DESIGN: OVERVIEW

<b>Name of Project: Inventors at Work</b>	<b>Duration: 4 weeks</b>
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<b>Subject/Course: ELA/Science</b>	<b>Teacher(s): Grade 5 Teachers</b>	<b>Grade Level: 5</b>
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**Other subject areas to be included, if any:**

**Key Knowledge and Understanding**  
(CCSS or other standards)

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**Students will know (SWK)...**

- Themes are Universal Big Ideas
- Text details help to determine a theme
- Character’s response to challenges reflect the theme of a topic.
- Students will know how to identify key details to help to summarize a text
- Summaries include the most important elements and theme of a text

**Students will be able to (SWBAT)...**

- identify the problems the characters are facing
- determine how characters respond to challenges
- identify the big ideas in a reading
- distinguish big ideas vs. themes
- determine relevant themes that are supported with evidence from the text
- use narrative elements (setting, characters, problem solution or SWBS) to summarize a story.

**Formative Assessment Details:**

- ~Kahoot: Literary terms (theme)
- ~Match supporting details to possible themes
- ~Match relevant vs. irrelevant themes
- ~Choose the best summary of the text
- ~Nearpod interactive in lesson on demand assessments
- ~Mentimeter assessment activities(Big Ideas)
- ~Flashback to Personal Narrative (Partnership) ---> identify big idea, theme, and summarize their story
- ~Revise personal narrative... SHOW NOT TELL the Theme of the story
- ~Module 1 Week 1 Assessment

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Students will know (SWK)..**

- what comparing and contrasting means

**Students will be able to (SWBAT)...**

- compare two or more characters, settings, or

- features of a story (characters setting, events, plot, solution,)
- that details can illustrate similarities and differences among characters, settings, or events

- events in a story or drama
- contrast two or more characters, settings, or events in a story or drama
- to identify details that illustrate examples of similarities and differences among characters, settings or events in a story

**Formative Assessment Details:**

- ~Kahoot Literary terms (comparing and contrasting literary texts and elements)
- ~Nearpod interactive in lesson on demand assessments
- ~Mentimeter assessment activities(comparing & contrasting)

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

**Students will know (SWK)...**

- What point of view is
- what a narrator's role is in a story
- that a narrator's point of view influences how events are described or portrayed

**Students will be able to (SWBAT)...**

- determine a narrator's point of view
- explain how the narrator's point of view influences how events are described
- use textual evidence from the text to support or justify a narrator's claims

**Formative Assessment Details:**

- ~Kahoot:Point of View
- ~Nearpod interactive in lesson on demand assessments
- ~Mentimeter assessment activities(Point of View/evidence that supports a point of view)
- ~Match Point of View to events described
- ~Module 1 Week 1 Assessment

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Students will know (SWK)...**

- The meaning of an inference.
- That there are clues in the text and in their background knowledge that will contribute to the making of an inference

**Students will be able to (SWBAT)...**

- Use clues from text and their background knowledge to draw an inference
- Make an inference

- Difference btwn. paraphrasing and quoting
- There are rules for quoting text accurately (for example... starting with a quote, a capital letter, etc.)

- Support an inference with relevant evidence
- Distinguish relevant from irrelevant details
- Identify sections of text that have been quoted or paraphrased(deconstructing)
- Quote accurately when explaining
- Paraphrase details from the text

**Formative Assessment Details:**

- ~Kahoot: Drawing inferences/Quoting Accurately/Supporting a claim
- ~Nearpod interactive in lesson on demand assessments
- ~Match an Inference to a supporting detail
- ~Mentimeter assessment activities(Inferences/Supporting details)

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Students will know (SWK)...**

- what a main idea is
- what supporting details are
- that in order to determine the main idea, they need to think about what the entire text is about
- that by thinking about the similarities in supporting details and considering the title, they can determine the main idea
- Students will know how to identify key details to help to summarize a text
- Summaries include the most important elements and theme of a text

**Students will be able to (SWBAT)...**

- determine the main idea of a text
- distinguish between a main idea and a supporting detail
- use a variety of strategies to determine the main idea (Who and What?, etc.)
- 

**Formative Assessment Details:**

- ~Kahoot: Determining Main Idea/Supporting Details/Summarizing (nonfiction)
- ~Nearpod interactive in lesson on demand assessments
- ~Mentimeter assessment activities (Main Idea/Supporting Details/Summarizing-nonfiction)
- ~Module 1 Week 1 Assessment

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Students will know (SWK)...**

- purpose of historical, scientific, or technical, texts
- the various text structures
- that events, individuals, and ideas or concepts in historical, scientific, or technical, texts can be related
- 

**Students will be able to (SWBAT)...**

- identify historical, scientific, or technical, texts
- distinguish texts and purposes
- determine the text structure in text and across texts
- determine how events, individuals and ideas or concepts in historical, scientific, or technical, texts can be related
- 

**Formative Assessment Details:**

- ~Nearpod interactive in lesson on demand assessments
- ~Mentimeter assessment activities
- ~Match two events/ideas/concepts to how they are related

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.



	<p>W.5.2.B</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>W.5.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>
	<p>S. 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. <b>Not sure we want to use this since they will not actually build and test out anything this year.</b></p>
	<p>T</p> <p>4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.</p> <p>4-6.DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.</p> <p>4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts</p>

**Unfinished Learning**

	<u>If...</u>	<u>Then...</u>	
<b>Phonics &amp; Word Recognition</b>	<p>Students struggle with sounding out groups of sound, blends, digraphs, and/ or chunks of words</p> <p>Students struggle with mult-syllabic words</p> <p>Students who have difficulty sounding words out or recognizing words out of context or have few or no strategies for dealing with single or multiple syllable word</p>	<p>Supplement learning with I-Ready phonics lessons..</p> <p>Engage in small group instruction around chunking and breaking down words to sound groups</p> <p>Teach them various decoding strategies to support their ability to sound out words</p> <p><a href="#">Support with Phonics</a></p> <p><a href="#">Help to Target Phonics</a></p> <p><a href="#">Decoding Strategies</a></p> <p><a href="#">MORE DECODING STRATEGIES</a></p>	
<b>Fluency</b>	<p>Students who exhibit trouble with reading and word recognition, such as students who read very fast, blurring words, or those who read word by word without expression or attention to punctuation,</p>	<ul style="list-style-type: none"> <li>● Read aloud to children to provide a model of fluent reading. ...</li> <li>● Have children listen and follow along with audio recordings. ...</li> <li>● Practice sight words using playful activities. ...</li> <li>● Let children perform a reader's theater. ...</li> <li>● Do paired reading. ...</li> <li>● Try echo reading. ...</li> <li>● Do choral reading. ...</li> <li>● Do repeated reading.</li> </ul> <p>Work with these students on understanding the relationship of words, phrases, and other meaningful units.</p> <p>Emphasize how reading with expression and the</p>	

		<p>function of punctuation in reading helps convey meaning to the listener.</p> <p>Model how intonation can change the meaning of text.</p> <p>Paired Reading, Echo Reading, Choral Reading &amp; Repeated Reading- <a href="#">Teaching Fluency</a></p>	
<b>Vocabulary</b>	<p>Students who have difficulty with vocabulary words</p>	<p>Identify words that may need to be previewed or pre-taught before reading</p> <p>Be aware of words with multiple meanings (depend on the context)</p> <p>Teach students to use root words, prefixes, suffixes, and word families and context clues to support them in determining meaning</p> <p>Determine if the word is a positive or negative word</p> <p>Provide student friendly definitions and have them draw and make connections with them</p> <p><a href="#">Do's &amp; Don't's About Teaching Vocabulary</a></p>	
<b>Comprehension</b>	<p>Students struggle with assessing, activating, and building background knowledge</p> <p>Students struggle with analyzing complex sentences</p> <p>Students struggle to understand the level of text</p>	<p>Create short, teacher-developed text with guiding and supplementary questions (<a href="#">sample</a>)</p> <p>Create an unpacking juicy sentence activity (<a href="#">sample</a>)</p> <p>Simplify text with an online tool (<a href="#">sample</a>)</p>	
<b>Writing</b>	<p>Students struggle to gather ideas for writing</p> <p>Students struggle with sentence structure</p>	<p>Provide scaffolds, such as <a href="#">graphic organizers</a>, <a href="#">frames</a>, <a href="#">manipulatives</a>, <a href="#">collaborative writing</a></p> <p>Provide mentor sentences (<a href="#">how to use them</a>, <a href="#">set a focus</a>, <a href="#">use as reference</a>)</p>	

	Students struggle with sequencing in writing		Analyze sequence in mentor texts ( <a href="#">activity example, answers</a> )
<b>Success Skills</b> (to be taught and assessed)	Critical Thinking/Problem Solving	X	Self-Management
	Collaboration	X	Other:
<b>Project Summary</b> (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	<p>In this unit, students will listen to, read and view a variety of texts and media that present them with information about inventors. As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems.</p> <p>Students will work in groups to think of an invention and outline a business plan to promote it. Then they will present their invention and business plan to an audience.</p>		
<b>Driving Question</b>	<p><b>WHAT KINDS OF CIRCUMSTANCES PUSH PEOPLE TO CREATE NEW INVENTIONS?</b></p> <p><b>HOW CAN WE AS INNOVATORS CREATE AN INVENTION OR PRODUCT THAT FIXES A PROBLEM WE SEE IN THE WORLD OR MAKES LIFE BETTER FOR OTHERS?</b></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why do inventors invent?</li> <li>• What is the process of inventing and how can it be used to solve a problem?</li> <li>• How have inventions changed the world?</li> <li>• How do inventions and innovations generate improvements in human lives?</li> <li>• What drives people to create something different? Why explore the unknown?</li> <li>• How does technology affect the creation of a product and its advertisements?</li> </ul> <p><b>Enduring Understandings:</b></p> <p>There is a process to inventing that includes understanding the history of those who have invented in the past.</p> <ul style="list-style-type: none"> <li>• Past inventions and inventors inform our understanding of innovation</li> </ul> <p>Inventions require experimentations and exploration.</p> <p>Inventing is a process.</p> <p>Inventing is not easy, and involves perseverance.</p> <p><b>Big Idea:</b> Perseverance, Creativity</p>		
<b>Entry Event</b>	Have children brainstorm research questions about inventors.		

<b>Products</b>	Individual:  Journal Reflections - Brainstorm Invention/ Redesign/ improvement (Type) prototype design /model design/ Plan Promotion Plan Advertisement/Commercial  Selection Reading Quizzes - Assess students understanding of the Reading Standards in this unit	Specific content and competencies to be assessed:  → Making connections, responding to a prompt → Individual ideas, use to create groups →Creative, connect real world need to application →Persuasive language, make connections, relevant facts → Persuasive language, explicit/implicit information, vocabulary
	Team/Groups: If Applicable teams can create prototypes, promotions, and advertisements if setting allows.	Specific content and competencies to be assessed:

## PROJECT DESIGN: OVERVIEW

page 2

<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	
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<b>Resources Needed</b>	On-site people, facilities:
	Equipment: computer
	Materials: ed learning, worksheets, <a href="http://www.imagiroom.com/invention-workbook/">http://www.imagiroom.com/invention-workbook/</a>  <a href="#">Innovators Text Sets</a>

<https://newsela.com/read/elem-boy-invents-game-for-sister-autism/id/40540/>

<https://secretnyc.co/8-life-essentials-you-didnt-know-were-invented-in-new-york/>

<https://www.independent.co.uk/news/obituaries/george-nissen-inventor-trampoline-1962316.html>

<https://www.scpr.org/programs/take-two/2013/06/04/32087/50-years-later-robert-patch-remembers-being-young/>

<https://www.tinkercad.com/> - App for 3D design

<https://inventivekids.com/>

<https://sketchbook.com/>

Videos:

[https://www.youtube.com/watch?v=QR\\_CfFuDWQ8](https://www.youtube.com/watch?v=QR_CfFuDWQ8)

[https://www.youtube.com/watch?v=\\_XKXe41X-Pc](https://www.youtube.com/watch?v=_XKXe41X-Pc)

<https://www.youtube.com/watch?v=XiuU1mlFeEc>

<https://pbskids.org/designsquad/video/kid-engineer-lunch-table/>

[Roller Coaster Engineer](#)

[Disney Engineering: Role Spotlight Design & Engineering](#)

<https://www.youtube.com/watch?v=glZpu0xMSuM>

Website:

<https://www.thinglink.com/>

### **Brain Pop Videos**

[Engineering Design Process](#)

[Thomas Edison](#)

[Wright Brothers](#)

[Benjamin Franklin](#)

[George Washington Carver](#)

[Leonardo da Vinci Brothers](#)

<https://interestingengineering.com/35-inventions-that-changed-the-world-useful-blog-post>

Text structure

	Community Resources:			
<b>Reflection Methods</b> (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log <a href="#">Journal</a>	X	Focus Group	X
	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey		Other:	
<b>Check Points/ Formative Assessments:</b>				
Entrance Tickets				
Exit Tickets				
Tasks				
Weekly Assessments				
Quick Check for Understanding				
Chalk Talks				
Expository Writing				
Reflection Journals				
Running Records				
I:I Observations				

PROJECT DESIGN: STUDENT LEARNING GUIDE		
<b>Project: Inventors at Work</b>		
<b>Driving Question: What kinds of circumstances push people to create new inventions?</b>		
<b>Final Product(s)</b> Presentations, Performances, Products and/or Services	<b>Learning Outcomes/Targets</b> knowledge, understanding & success skills needed by students to successfully complete products	<b>Instructional Strategies for All Learners</b> includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments to ensure all students are on track
(individual <b>and</b> team)	Launch Unit:  Launch- Video (Shark Tank) ( Worlds Expo)  -Why do inventors invent? (Mind Map)	<b>Launch: Use Popplet - Why do inventors invent?</b> <ul style="list-style-type: none"> <li>• Students will contribute by adding their responses to the chat or a shared Doc.</li> <li>• Teachers will add responses to the Popplet. (Select hide name badges in the gear wheel) Type student's name before their response in the Popplet.</li> </ul>

	<p>-Build definition of inventor/ innovators?          -Characteristics?          -Question Chart -Students get to generate questions that they have about inventors and why inventors invent?</p>	<ul style="list-style-type: none"> <li>● Add all student thinking.</li> <li>● Put similar responses next to each other. (Make it a branch of a subgroup)</li> <li>● What else could connect to this question? What else do we want to add?</li> </ul> <p><a href="#">Display and Engage Knowledge Map 1.1</a></p> <p><a href="#">Teaching Pal Book 1, pp. 10–15</a>  <a href="#">myBook Book 1, pp. 10–15</a></p> <p>Discussion: “I will not follow where the path may lead, but I will go where there is no path, and I will leave a trail.” - Muriel Strode</p> <p>Video: <a href="#">Get Curious Video Morning Miracles</a></p> <p>Have children brainstorm research questions about inventors</p>
		<p>Vocabulary Cards: <a href="#">Vocabulary Cards 1.1–1.4</a></p> <ul style="list-style-type: none"> <li>● excel</li> <li>● revere</li> <li>● transcend</li> </ul>
	<p>W: Pre On-Demand Performance Assessment</p>	
	<p>R1:          I can identify central ideas and supporting evidence in informational texts.          I can identify organizational patterns such as logical order and order of importance in informational texts. (<a href="#">T30-T31</a>)</p> <p>Continuing Building Background (article) <a href="#">ASK- Why do inventors invent?</a></p>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>● Model Text: <a href="#">Teaching Pal Book 1, pp.16–17</a></li> <li>● <a href="#">myBook Government Must Fund Inventors, Book 1, pp. 16–17</a></li> <li>● <a href="#">Anchor Chart 17: Central Idea</a></li> <li>● <a href="#">Anchor Chart 17: Central Idea</a> - Printable</li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>● Rigby Text (Independent Reading Levels)</li> <li>● Scaffold: <a href="#">Reading Graphic Organizer 17</a></li> </ul> <p><b>GUIDED READING:</b> Rigby Books, Take and Teach Lessons  <b>LITERACY STATIONS: Options for Differentiation:</b> <a href="#">T32</a></p> <ul style="list-style-type: none"> <li>● Independent Reading: Rigby Texts, EPIC (Book Log Form)</li> </ul>



Video

G1:

I can identify the subject and predicate in a sentence.

I can use complete sentences correctly in speaking and writing.

[Writing Workshop Teacher's Guide p. W198](#)

W1:

I can understand an expository essay or informational text.

I can discuss the features of an expository essay.

I can understand and discuss that expository essays can be organized in many ways.

I can understand and use instructional vocabulary.

[\(W2\)](#)

R2:

- I can retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

- iReady - Personalized learning path
- Reinforce Comprehension Skill/Strategy
- [Tabletop Minilesson](#) - Central Idea
- Reinforce Foundational Skills
  - Decoding Short Vowels ([T36](#)) ([T60](#))
    - [Display and Engage Decoding 1.1](#)
    - [Know It, Show It p.4](#)
    - [Display and Engage Decoding 1.3](#)
    - [Know It, Show It p. 7.](#)
- Fluency: Reading Rate ([T39](#))
  - [Fluency 1.1](#)
- Listening Comprehension: Teacher Read-Aloud ([T48](#))
  - [myBook Book 1, pp. 10–13](#)
- Context Clues ([T53](#))
  - [Display and Engage Vocabulary Strategy 1.3](#)
- Generative Vocabulary:
  - Prefixes ex-/e-. Greek Root Phon ([T62-T63](#))
    - [Display and Engage Generative Vocabulary 1.4](#)
    - [Know It, Show It p. 8](#)
- [Read and Respond: Women of the American Revolution](#)

**GRAMMAR**

- [Display and Engage: Grammar 1.1.1a–b](#)
- [Printable: Grammar 1.1.1](#)

**WRITING WORKSHOP**

- [Display and Engage 1.1](#)
- [Focal Text Girls Think of Everything](#)

**SHARED READING/MODEL**

- Introduce Critical Vocabulary: ([T40](#))
  - [Display and Engage Critical Vocabulary 1.2a and 1.2b](#)
  - [Vocabulary Cards 1.5–1.13](#)
- Model Text: [Teaching Pal Book 1, pp. 18–32](#)

- I can summarize key information using details from the text.
- I can discuss the selection, listening actively and making relevant comments.

(T42-T43)

Building Background (article)  
Video

- [myBook The Inventor's Secret, Book 1, pp. 18–32](#)
- [Anchor Chart 4: Summarize](#)
- [Anchor Chart 33: How to Have a Discussion](#)

#### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T44](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized learning path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Minilesson](#) - Summarize
- Reinforce Foundational Skills
  - Decoding Short Vowels ([T36](#)) ([T60](#))
    - [Display and Engage Decoding 1.1](#)
    - [Know It, Show It p.4](#)
    - [Display and Engage Decoding 1.3](#)
    - [Know It, Show It p. 7.](#)
- Fluency: Reading Rate ([T39](#))
  - [Fluency 1.1](#)
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  - [myBook Book 1, pp. 10–13](#)
- Context Clues ([T53](#))
  - [Display and Engage Vocabulary Strategy 1.3](#)
- Generative Vocabulary:
  - Prefixes ex-/e-. Greek Root Phon ([T62-T63](#))
    - [Display and Engage Generative Vocabulary 1.4](#)
    - [Know It, Show It p. 8](#)
- [Read and Respond: Women of the American Revolution](#)

#### GRAMMAR

- [Display and Engage: Grammar 1.1.2a–b](#)
- [Printable: Grammar 1.1.2](#)

	<p>G2: I can identify fragments, run-ons, and comma splices. I can use complete sentences correctly in speaking and writing. <a href="#">Writing Workshop Teacher's Guide p. W199</a></p> <p>W2: I can understand the elements of expository writing. I can discuss the craft of expository writing. I can ask and answer questions about a selection from <i>Girls Think of Everything</i>. I can read to understand and discuss texts and vocabulary. (<a href="#">W5</a>)</p>	<p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Focal Text Girls Think of Everything</a></li> </ul>
	<p>R3:</p> <ul style="list-style-type: none"> <li>• I can explain the author's purpose and message in a text.</li> <li>• I can write a response that demonstrates understanding of the text.</li> <li>• I can summarize the text to maintain meaning and logical order.</li> </ul> <p>(<a href="#">T54-T55</a>)</p> <p>Building Background (Narrative nonfiction- 2 days) Video</p>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>• Review Critical Vocabulary (<a href="#">T52</a>) <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Critical Vocabulary 1.2</a></li> <li>○ <a href="#">Know It, Show It p. 5</a></li> </ul> </li> <li>• Model Text: <a href="#">Teaching Pal Book 1, pp. 19–32</a></li> <li>• <a href="#">myBook The Inventor's Secret, Book 1, pp. 19–32</a></li> <li>• <a href="#">Anchor Chart 28: Author's Purpose</a></li> <li>• <a href="#">Know It, Show It p. 6</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Rigby Text (Independent Reading Levels)</li> <li>• Scaffold: <a href="#">Reading Graphic Organizer 28</a></li> </ul> <p><b>GUIDED READING:</b> Rigby Books, Take and Teach Lessons <b>LITERACY STATIONS: Options for Differentiation: <a href="#">T56</a></b></p> <ul style="list-style-type: none"> <li>• Independent Reading: Rigby Texts, EPIC (Book Log Form)</li> </ul>

**Formative Assessment:**

**(waiting to decide on text to finish details)**

Padlet→ students write a summary paragraph and verbally state (audio) author's purpose/message/ images

[Padlet](#)

[2nd Padlet TEMPLATE](#)

After reading \_\_\_\_\_ ,  
Think about what the article/text/book is mostly about.

-Write a summary paragraph using... to draft your summary

-Choose an image that illustrates a key detail/idea from your summary.

Finally, consider what the author's purpose was for writing this text and share an audio recording (2 mins or less) where you explain the author's purpose (be sure to use details from the text to support your response).

Summary Paragraph should include:

~ a clear topic sentence that tells the main idea or what the text is mostly about.

~ ONLY key facts that support the topic sentence or key details about what the story is mostly about

- iReady - Personalized learning path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Author's Purpose
- Reinforce Foundational Skills
  - Decoding Short Vowels ([T36](#)) ([T60](#))
    - [Display and Engage Decoding 1.1](#)
    - [Know It, Show It p.4](#)
    - [Display and Engage Decoding 1.3](#)
    - [Know It, Show It p. 7.](#)
- Fluency: Reading Rate ([T39](#))
  - [Fluency 1.1](#)
- Listening Comprehension: Teacher Read-Aloud ([T48](#))
  - [myBook Book 1, pp. 10–13](#)
- Context Clues ([T53](#))
  - [Display and Engage Vocabulary Strategy 1.3](#)
- Generative Vocabulary:
  - Prefixes ex-/e-. Greek Root Phon ([T62-T63](#))
    - [Display and Engage Generative Vocabulary 1.4](#)
    - [Know It, Show It p. 8](#)
- [Read and Respond: Women of the American Revolution](#)

**PBL Connection: Journal Reflection**

**GRAMMAR**

- [Display and Engage: Grammar 1.1.3a–b](#)
- [Printable: Grammar 1.1.3](#)

**WRITING WORKSHOP**

- [Focal Text Girls Think of Everything](#)
- [Writer's Notebook p. 1.1](#)
- [Display and Engage 1.2](#)

~sequential/ transition words

~does **not** include my opinion

---

Once all , please read a peer's summary and jot down what you noticed... or what you wondered about their summary.

G3:

I can identify complete sentences.

I can use complete sentences correctly in speaking and writing.

[Writing Workshop Teacher's Guide p. W200](#)

W3:

I can acquire new vocabulary words.

I can generate a list of vocabulary words for writing essays.

I can explain the meaning of content area words.

I can categorize words and label parts of speech.

I can write sentences using

content-based vocabulary.  
([W6](#))

R4:

- I can identify and understand first-person point of view.
- I can identify and understand third-person point of view.

([T64-T65](#))

**ASK second part-** Now, that we have read about the various reasons why inventors invent...**What are constraints that inventors/innovators face?**

#### SHARED READING/MODEL

- Model Text: [Teaching Pal Book 1, pp. 19–32](#)
- [myBook The Inventor’s Secret, Book 1, pp. 19–32](#)
- [Anchor Chart 15: Point of View](#)
- [Know It, Show It p. 9](#)

#### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 22](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T66](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized learning path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Point of View
- Reinforce Foundational Skills
  - Decoding Short Vowels ([T36](#)) ([T60](#))
    - [Display and Engage Decoding 1.1](#)
    - [Know It, Show It p.4](#)
    - [Display and Engage Decoding 1.3](#)
    - [Know It, Show It p. 7.](#)
- Fluency: Reading Rate ([T39](#))
  - [Fluency 1.1](#)
- Listening Comprehension: Teacher Read-Aloud ([T48](#))
  - [myBook Book 1, pp. 10–13](#)
- Context Clues ([T53](#))
  - [Display and Engage Vocabulary Strategy 1.3](#)
- Generative Vocabulary:
  - Prefixes ex-/e-. Greek Root Phon ([T62-T63](#))
    - [Display and Engage Generative Vocabulary 1.4](#)
    - [Know It, Show It p. 8](#)
- [Read and Respond: Women of the American Revolution](#)

#### GRAMMAR

- [Display and Engage: Grammar 2.3.4a–b](#)

	<p>G4: I can identify and write singular and plural possessive nouns. I can use possessive nouns correctly in speaking and writing. <a href="#">Writing Workshop Teacher's Guide p. W231</a></p> <p>W4: I can understand the steps in the writing process. I can discuss terms and goals for writing an expository essay. (<a href="#">W7</a>)</p>	<ul style="list-style-type: none"> <li>● <a href="#">Printable: Grammar 2.3.4</a></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Anchor Chart W8: Elements of Informational Text</a></li> </ul>
	<p>R5:</p> <ul style="list-style-type: none"> <li>● I can identify the central theme and supporting evidence in a text.</li> </ul> <p>(<a href="#">T72-T73</a>)</p> <p><b>IMAGINE- What are some ideas / problems/improvements that need to be solved? If you could create something to make the world better or to improve our daily lives?</b> -Generate a list</p>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>● Model Text: <a href="#">Teaching Pal Book 1, pp. 31</a></li> <li>● <a href="#">myBook The Inventor's Secret, Book 1, pp. 31</a></li> <li>● <a href="#">Anchor Chart 9: Theme</a></li> <li>● <a href="#">Know It, Show It p. 10</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>● Rigby Text (Independent Reading Levels)</li> <li>● <a href="#">Reading Graphic Organizer 9</a></li> </ul> <p><b>GUIDED READING:</b> Rigby Books, Take and Teach Lessons <b>LITERACY STATIONS: Options for Differentiation: <a href="#">T74</a></b></p> <ul style="list-style-type: none"> <li>● Independent Reading: Rigby Texts, EPIC (Book Log Form)</li> <li>● iReady - Personalized learning path</li> <li>● Reinforce Comprehension Skill/Strategy <ul style="list-style-type: none"> <li>○ <a href="#">Tabletop Mini Lesson</a> - Theme</li> </ul> </li> <li>● Reinforce Foundational Skills <ul style="list-style-type: none"> <li>○ Decoding Short Vowels (<a href="#">T36</a>) (<a href="#">T60</a>) <ul style="list-style-type: none"> <li>■ <a href="#">Display and Engage Decoding 1.1</a></li> <li>■ <a href="#">Know It, Show It p.4</a></li> <li>■ <a href="#">Display and Engage Decoding 1.3</a></li> </ul> </li> </ul> </li> </ul>

[Rosie Revere Engineer](#)- Epic

- [Know It, Show It p. 7.](#)
- Fluency: Reading Rate ([T39](#))
  - [Fluency 1.1](#)
- Listening Comprehension: Teacher Read-Aloud ([T48](#))
  - [myBook Book 1, pp. 10–13](#)
- Context Clues ([T53](#))
  - [Display and Engage Vocabulary Strategy 1.3](#)
- Generative Vocabulary:
  - Prefixes ex-/e-. Greek Root Phon ([T62-T63](#))
    - [Display and Engage Generative Vocabulary 1.4](#)
    - [Know It, Show It p. 8](#)
- [Read and Respond: Women of the American Revolution](#)

- PBL Connection: Synthesize Topic Knowledge ([T79-T79](#))
  - What kinds of circumstances push people to create new inventions?

### ASSESSMENT OPTIONS

#### [Weekly Assessment T22](#)

- Comprehension: Central Idea, Author’s Purpose, Point of View, Theme
- Generative Vocabulary: Prefixes ex-/e-, Greek Root phon
- Vocabulary Strategy: Context Clues
- Grammar: Complete Sentences

#### [Selection Quiz: The Inventor’s Secret](#)

### GRAMMAR

- [Display and Engage: Grammar 1.1.5](#)
- [Printable: Grammar 1.1.5](#)

### WRITING WORKSHOP

- [Display and Engage 1.3](#)
- [Writer’s Notebook pp. 1.2, 1.3, 1.4](#)

G5:

I can use subjects and predicates to convey complete ideas.

I can use complete sentences correctly in speaking and writing.

[Writing Workshop Teacher’s Guide p.](#)



	<p><a href="#">W202</a></p> <p>W5:  I can discuss the writing prompt.  I can use a planning chart to explore topics.  I can discuss and write goals for completing an expository essay.  I can discuss the writing prompt and topic choices using content-based vocabulary.  I can complete pre-writing activities.  (<a href="#">W8</a>)</p>	
	<p>R6:</p> <ul style="list-style-type: none"> <li>• I can clarify and improve understanding during reading by re-reading, using background knowledge, asking questions, and annotating.</li> <li>• Use reading strategies throughout the reading process to monitor comprehension.</li> <li>• Discuss the selection, listening actively and making relevant comments.</li> </ul> <p>(<a href="#">T90-T91</a>)</p> <p>Categorizing their ideas</p> <ul style="list-style-type: none"> <li>- Joint discussion on their ideas- fishbowl ( kids record their promo explaining their invention and purpose. Students are to listen to at least 2 (assigned) and provide feedback to that person.</li> </ul>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>• Introduce Critical Vocabulary: <a href="#">T88-T89</a> <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Critical Vocabulary 1.6a and 1.6b</a></li> <li>○ <a href="#">Vocabulary Cards 1.14–1.19</a></li> </ul> </li> <li>• Model Text - <a href="#">Teaching Pal Book 1, pp. 37–42</a></li> <li>• <a href="#">myBook Winds of Hope, Book 1, pp. 37–42</a></li> <li>• <a href="#">Anchor Chart 2: Monitor and Clarify</a></li> <li>• <a href="#">Anchor Chart 33: How to Have a Discussion</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Rigby Text (Independent Reading Levels)</li> <li>• Scaffold: <a href="#">Reading Graphic Organizer 2</a></li> </ul> <p><b>GUIDED READING:</b> Rigby Books, Take and Teach Lessons</p> <p><b>LITERACY STATIONS: Options for Differentiation: <a href="#">T92</a></b></p> <ul style="list-style-type: none"> <li>• Independent Reading: Rigby Texts, EPIC (Book Log Form)</li> <li>• iReady - Personalized Learning Path <ul style="list-style-type: none"> <li>• Reinforce Comprehension Skill/Strategy <ul style="list-style-type: none"> <li>○ <a href="#">Tabletop Mini Lesson</a> - Monitor and Clarify</li> </ul> </li> <li>• Reinforce Foundational Skills <ul style="list-style-type: none"> <li>○ Decoding: Long a and e (<a href="#">T96-T97</a>) (<a href="#">T116-T117</a>) <ul style="list-style-type: none"> <li>■ <a href="#">Display and Engage Decoding 1.6</a></li> <li>■ <a href="#">Know It, Show It p. 11</a></li> <li>■ <a href="#">Display and Engage Decoding 1.8</a></li> <li>■ <a href="#">Know It, Show It p. 14</a></li> </ul> </li> </ul> </li> </ul> </li> <li>• Fluency: Accuracy and Self-Correction - <a href="#">T99</a></li> </ul>

[Marvelous Medical Inventions](#)- Epic

- [Fluency 1.6](#)
- Context Clues ([T101](#))
  - [Display and Engage Vocabulary Strategy 1.7a and 1.7b](#)
  - [Display and Engage Vocabulary Strategy 1.9a and 1.9b](#)
- Generative Vocabulary: Greek Root photo; Latin Roots aud and vis ([T126-127](#))
  - [Display and Engage Generative Vocabulary 1.10](#)
  - [Know It, Show It p. 17](#)
- [Read and Respond: Making and Magazine](#)

#### GRAMMAR

- [Display and Engage: Grammar 1.2.1a–b](#)
- [Printable: Grammar 1.2.1](#)

#### WRITING WORKSHOP

- [Display and Engage 1.4a-1.4d](#)
- [Writer's Notebook pp. 1.4, 1.5, 1.6](#)

G6:

I can identify declarative and interrogative sentences.

I can use a variety of sentences correctly in speaking and writing.

[Writing Workshop Teacher's Guide p. W203](#)

W6:

I can develop working thesis statements for an expository essay.

I can research ideas to draft an expository essay.

I can explain and summarize ideas in writing.

([W9](#))

R7:

- I can analyze the structure of a text.
- I can identify and explain cause and effect relationships within a text. ( 2 day lesson on text structure)
- I can identify transitional words and phrases that signal a text's organizational pattern.

([T102-T103](#))

**PLAN-** Determine an invention you would want to create (sketch/draw it)

#### SHARED READING/MODEL

- Review Critical Vocabulary ([T100](#))
  - [Display and Engage Critical Vocabulary 1.6a and 1.6b](#)
  - [Know It, Show It p. 12](#)
- Model Text: [Teaching Pal Book 1, pp. 37–42](#)
  - [myBook Winds of Hope, Book 1, pp. 37–42](#)
  - [Anchor Chart 18: Text Structure](#)
  - [Know It, Show It p. 13](#)

#### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 19](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T104](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Text Structure
- Reinforce Foundational Skills
  - Decoding: Long a and e ([T96-T97](#)) ([T116-T117](#))
    - [Display and Engage Decoding 1.6](#)
    - [Know It, Show It p. 11](#)
    - [Display and Engage Decoding 1.8](#)
    - [Know It, Show It p. 14](#)
- Fluency: Accuracy and Self-Correction - [T99](#)
  - [Fluency 1.6](#)
- Context Clues ([T101](#))
  - [Display and Engage Vocabulary Strategy 1.7a and 1.7b](#)
  - [Display and Engage Vocabulary Strategy 1.9a and 1.9b](#)
- Generative Vocabulary: Greek Root photo; Latin Roots aud and vis ([T126-127](#))
  - [Display and Engage Generative Vocabulary 1.10](#)
  - [Know It, Show It p. 17](#)
- [Read and Respond: Making and Magazine](#)

**PBL Connection: Journal Reflection:**

**GRAMMAR**

- [Display and Engage: Grammar 1.2.2a–b](#)
- [Printable: Grammar 1.2.2](#)

**WRITING WORKSHOP**

- [Display and Engage 1.5a–c](#)
- [Writer’s Notebook pp. 1.5, 1.6, 1.7](#)

G7:

I can identify imperative and exclamatory sentences.

I can use a variety of sentences correctly in speaking and writing.

[Writing Workshop Teacher’s Guide p. W204](#)

W7:

I can organize an expository essay with purposeful structure.

I can write an expository essay with a clear introduction and conclusion.

I can include relevant facts, definitions, details, quotations, and examples in an expository essay.

I can write an expository essay that explains and describes.

[\(W10\)](#)

R8:

- I can use reading strategies to monitor comprehension and clarify understanding. (asking questions)
- I can discuss the selection, listening actively and making relevant comments.

[\(T110-T111\)](#)

**SHARED READING/MODEL**

- Introduce Critical Vocabulary ([T108-109](#))
  - [Display and Engage Critical Vocabulary 1.8](#)
  - [Vocabulary Cards 1.20–1.24](#)
- Model Text: [Teaching Pal Book 1, pp. 47–52](#)
- [myBook Wheelchair Sports: Hang Glider to Wheeler-Dealer, Book 1, pp. 47–52](#)
- [Anchor Chart 2: Monitor and Clarify](#)
- [Anchor Chart 33: How to Have a Discussion](#)

**INDEPENDENT APPLICATION**

- Rigby Text (Independent Reading Levels)

**CREATE-** Explain how it works and purpose. What does it do? How does it help others? What are the key features? Students will explain/present their invention and receive feedback on how to fix/ improve it.

- Scaffold: [Reading Graphic Organizer 2](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation: T112**

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Monitor and Clarify
- Reinforce Foundational Skills
  - Decoding: Long a and e ([T96-T97](#)) ([T116-T117](#))
    - [Display and Engage Decoding 1.6](#)
    - [Know It, Show It p. 11](#)
    - [Display and Engage Decoding 1.8](#)
    - [Know It, Show It p. 14](#)
- Fluency: Accuracy and Self-Correction - [T99](#)
  - [Fluency 1.6](#)
- Context Clues ([T101](#))
  - [Display and Engage Vocabulary Strategy 1.7a and 1.7b](#)
  - [Display and Engage Vocabulary Strategy 1.9a and 1.9b](#)
- Generative Vocabulary: Greek Root photo; Latin Roos aud and vis ([T126-127](#))
  - [Display and Engage Generative Vocabulary 1.10](#)
  - [Know It, Show It p. 17](#)
- [Read and Respond: Making and Magazine](#)

**PBL Connection: Journal Reflection**

**GRAMMAR**

- [Display and Engage: Grammar 1.2.3a–b](#)
- [Printable: Grammar 1.2.3](#)

G8:  
I can identify declarative, interrogative,

imperative, and exclamatory sentences.  
I can use a variety of sentences correctly in speaking and writing.

[Writing Workshop Teacher's Guide p. W205](#)

W8:

I can organize drafts with a purposeful and logical structure.

I can write an expository essay using a variety of sentence types.

[\(W11\)](#)

## WRITING WORKSHOP

- [Anchor Chart W8: Elements of Informational Text](#)
- [Display and Engage 1.4d](#)

R9:

- I can recognize the central idea and supporting evidence in informational texts.

( reread same text as day before with new focus)

[\(T120-T121\)](#)

## SHARED READING/MODEL

- Review Critical Vocabulary ([T118](#))
  - [Display and Engage Critical Vocabulary 1.8](#)
  - [Know It, Show It p. 15](#)
- Model Text: [Teaching Pal Book 1, pp. 47–52](#)
- [myBook Wheelchair Sports: Hang Glider to Wheeler-Dealer, Book 1, pp. 47–52](#)
- [Anchor Chart 17: Central Idea](#)
- [Know It, Show It p. 16](#)

## INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 17](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T122](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Central Idea
- Reinforce Foundational Skills
  - Decoding: Long a and e ([T96-T97](#)) ([T116-T117](#))
    - [Display and Engage Decoding 1.6](#)
    - [Know It, Show It p. 11](#)
    - [Display and Engage Decoding 1.8](#)

**IMPROVE-** Students will use the feedback provided to fix or improve it

	<p>G9: I can review linking and action verbs, main and helping verbs, and verb tenses. I can use verbs correctly in writing and speaking. <a href="#">Writing Workshop Teacher’s Guide p. W251</a></p> <p>W9: I can revise an expository essay. I can use small group conferences to give peer feedback on expository essays. <a href="#">(W12)</a></p>	<ul style="list-style-type: none"> <li>■ <a href="#">Know It, Show It p. 14</a></li> <li>● Fluency: Accuracy and Self-Correction - <a href="#">T99</a> <ul style="list-style-type: none"> <li>○ <a href="#">Fluency 1.6</a></li> </ul> </li> <li>● Context Clues (<a href="#">T101</a>) <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Vocabulary Strategy 1.7a and 1.7b</a></li> <li>○ <a href="#">Display and Engage Vocabulary Strategy 1.9a and 1.9b</a></li> </ul> </li> <li>● Generative Vocabulary: Greek Root photo; Latin Roos aud and vis (<a href="#">T126-127</a>) <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Generative Vocabulary 1.10</a></li> <li>○ <a href="#">Know It, Show It p. 17</a></li> </ul> </li> <li>● <a href="#">Read and Respond: Making and Magazine</a></li> </ul> <p><b>PBL Connection:</b></p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Display and Engage: Grammar 3.1.4a–c</a></li> <li>● <a href="#">Printable: Grammar 3.1.4</a></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Display and Engage 1.6</a></li> </ul>
	<p>R10:</p> <ul style="list-style-type: none"> <li>● I can recognize organizational patterns, such as sequence and cause and effect, in informational texts.</li> <li>● I can identify transitional words</li> </ul>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>● Model Text: <a href="#">Teaching Pal Book 1, pp. 47–52</a></li> <li>● <a href="#">myBook Wheelchair Sports: Hang Glider to Wheeler-Dealer, Book 1, pp. 47–52</a></li> <li>● <a href="#">Anchor Chart 18: Text Structure</a></li> <li>● <a href="#">Know It, Show It p. 18</a></li> </ul>

and phrases that signal an author's organizational patterns.

- I can explain the relationships or interactions between two or more events, ideas, or concepts based on specific information in the text.

[\(T128-T129\)](#)

I can compare and contrast multiple texts on the same topic. (Model w/ Holocaust, Guided Practice with touch tone texts, Independent Practice w/...)

### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 18](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T130](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
- Reinforce Comprehension Skill/Strategy
  - [Tabletop Mini Lesson](#) - Text Structure
- Reinforce Foundational Skills
  - Decoding: Long a and e ([T96-T97](#)) ([T116-T117](#))
    - [Display and Engage Decoding 1.6](#)
    - [Know It, Show It p. 11](#)
    - [Display and Engage Decoding 1.8](#)
    - [Know It, Show It p. 14](#)
- Fluency: Accuracy and Self-Correction - [T99](#)
  - [Fluency 1.6](#)
- Context Clues ([T101](#))
  - [Display and Engage Vocabulary Strategy 1.7a and 1.7b](#)
  - [Display and Engage Vocabulary Strategy 1.9a and 1.9b](#)
- Generative Vocabulary: Greek Root photo; Latin Roots aud and vis ([T126-127](#))
  - [Display and Engage Generative Vocabulary 1.10](#)
  - [Know It, Show It p. 17](#)
- [Read and Respond: Making and Magazine](#)

### ASSESSMENT OPTIONS:

[Weekly Assessment T82](#)

- Comprehension: Text Structure; Central Idea
- Generative Vocabulary: Greek Root photo, Latin Roots vis, aud
- Vocabulary Strategy: Context Clues
- Grammar: Kinds of Sentences

[Selection Quiz: Winds of Hope](#)



	<p>G10: I can write declarative, interrogative, imperative, and exclamatory sentences. I can use a variety of sentences correctly in speaking and writing. <a href="#">Writing Workshop Teacher’s Guide p. W207</a></p> <p>W10: I can revise my essay. I can use complex and compound sentences. <a href="#">(W13)</a></p>	<p><b>PBL Connection:</b> Research Media Literacy and Synthesize Topic Knowledge <a href="#">(T134-T135)</a></p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Display and Engage: Grammar 1.2.5</a></li> <li>• <a href="#">Printable: Grammar 1.2.5</a></li> </ul> <p><b>WRITING WORKSHOP:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Display and Engage 1.4a-1.4d</a></li> </ul>
	<p>R11: <a href="#">Day 1: I can make inferences and use text evidence to support understanding.</a></p> <p><a href="#">Day 2: I can compare and contrast multiple texts on a topic.</a> ( new text that's connected to topic of day 1 and then begin to compare and contrast the process of synthesizing)</p>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>• Introduce Critical Vocabulary <a href="#">(T144-T145)</a> <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Critical Vocabulary 1.11a and 1.11b</a></li> <li>○ <a href="#">Vocabulary Cards 1.25–1.34</a></li> </ul> </li> <li>• Model Text: <a href="#">Teaching Pal Book 1, pp. 57–72</a></li> <li>• <a href="#">myBook Captain Arsenio, Book 1, pp. 57–72</a></li> <li>• <a href="#">Anchor Chart 7: Make Inferences</a></li> <li>• <a href="#">Anchor Chart 33: How to Have a Discussion</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Rigby Text (Independent Reading Levels)</li> <li>• Scaffold: <a href="#">Reading Graphic Organizer 7</a></li> </ul>

Day 3: I can synthesize information from multiple sources to gain a new understanding, a deeper understanding and a changed understanding.

(reflect on the learning to get a deeper understanding and a new understanding that combines both. )

- I can discuss the selection, listening actively and making relevant comments.

([T146-T147](#))

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T148](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
  - Reinforce Comprehension Skill/Strategy
    - [Tabletop Mini Lesson](#) - Make Inferences
  - Reinforce Foundational Skills
    - Decoding Long i and o ([T152-T153](#)) ([T172-T173](#))
      - [Display and Engage Decoding 1.11](#)
      - [Know It, Show It p. 19](#)
      - [Display and Engage Decoding 1.13](#)
      - [Know It, Show It p. 24](#)
  - Fluency: Phrasing - [T155](#)
    - [Fluency 2.11](#)
  - Vocabulary Strategy: Reference Materials ([T157](#))
    - [Display and Engage Vocabulary Strategy 1.12](#)
  - Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il- ([T164-T165](#))
    - [Display and Engage Generative Vocabulary 1.13](#)
    - [Know It, Show It p. 22](#)
  - [Read and Respond: Making a Movie](#)

**GRAMMAR**

- [Display and Engage: Grammar 1.3.1a–b](#)
- [Printable: Grammar 1.3.1](#)

**WRITING WORKSHOP:**

- [Display and Engage 1.5a](#)
- [Writer's Notebook p. 1.7](#)

G11:

I can identify complete subjects and predicates.

I can use compound sentences with subject-verb agreement correctly in speaking and writing.

[Writing Workshop Teacher's Guide p. w208](#)

W11:

I can revise an expository essay for organization.

[\(W14\)](#)

R12:

- I can analyze the relationships and conflicts among characters.
- I can analyze plot elements, including conflict, events, and resolution.

[\(T158-T159\)](#)

#### SHARED READING/MODEL

- Review Critical Vocabulary [T156](#)
  - [Display and Engage Critical Vocabulary 1.11a and 1.11b](#)
  - [Know It, Show It p. 20](#)
- Model Text: [Teaching Pal Book 1, pp. 57–72](#)
- [myBook Captain Arsenio, Book 1, pp. 57–72](#)
- [Anchor Chart 12: Literary Elements](#)
- [Know It, Show It p. 21](#)

#### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 12](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T160](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
  - Reinforce Comprehension Skill/Strategy
    - [Tabletop Mini Lesson](#) - Literary Elements

	<p>G12: I can identify complete subjects and predicates. I can use compound sentences with complete subject-verb agreement correctly in speaking and writing. <a href="#">Writing Workshop Teacher's Guide p. w209</a></p> <p>W12: I can edit my expository essay for proper capitalization, correct spelling, and subject/verb agreement. <a href="#">(W15)</a></p> <p>R13:  <ul style="list-style-type: none"> <li>I can examine how language helps develop an author's voice and tone.</li> <li>I can explain how word choice</li> </ul> </p>	<ul style="list-style-type: none"> <li>Reinforce Foundational Skills <ul style="list-style-type: none"> <li>Decoding Long i and o (<a href="#">T152-T153</a>) (<a href="#">T172-T173</a>) <ul style="list-style-type: none"> <li><a href="#">Display and Engage Decoding 1.11</a></li> <li><a href="#">Know It, Show It p. 19</a></li> <li><a href="#">Display and Engage Decoding 1.13</a></li> <li><a href="#">Know It, Show It p. 24</a></li> </ul> </li> </ul> </li> <li>Fluency: Phrasing - <a href="#">T155</a> <ul style="list-style-type: none"> <li><a href="#">Fluency 2.11</a></li> </ul> </li> <li>Vocabulary Strategy: Reference Materials (<a href="#">T157</a>) <ul style="list-style-type: none"> <li><a href="#">Display and Engage Vocabulary Strategy 1.12</a></li> </ul> </li> <li>Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il- (<a href="#">T164-T165</a>) <ul style="list-style-type: none"> <li><a href="#">Display and Engage Generative Vocabulary 1.13</a></li> <li><a href="#">Know It, Show It p. 22</a></li> </ul> </li> <li><a href="#">Read and Respond: Making a Movie</a></li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li><a href="#">Display and Engage: Grammar 1.3.2a-b</a></li> <li><a href="#">Printable: Grammar 1.3.2</a></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li><a href="#">Display and Engage 1.7a-1.7b</a></li> </ul> <p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>Model Text: <a href="#">Teaching Pal Book 1, pp. 57-72</a></li> <li><a href="#">myBook Captain Arsenio, Book 1, pp. 57-72</a></li> <li><a href="#">Anchor Chart 27: Author's Craft</a></li> <li><a href="#">Know It, Show It p. 23</a></li> </ul>
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contributes to an author's style.

(T166-T167)

G13:  
I can identify compound sentences.  
I can use compound sentences with subject-verb agreement correctly in speaking and writing.  
[Writing Workshop Teacher's Guide p. w210](#)

#### INDEPENDENT APPLICATION

- Rigby Text (Independent Reading Levels)
- Scaffold: [Reading Graphic Organizer 27](#)

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T168](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
  - Reinforce Comprehension Skill/Strategy
    - [Tabletop Mini Lesson](#) - Author's Craft
  - Reinforce Foundational Skills
    - Decoding Long i and o ([T152-T153](#)) ([T172-T173](#))
      - [Display and Engage Decoding 1.11](#)
      - [Know It, Show It p. 19](#)
      - [Display and Engage Decoding 1.13](#)
      - [Know It, Show It p. 24](#)
  - Fluency: Phrasing - [T155](#)
    - [Fluency 2.11](#)
  - Vocabulary Strategy: Reference Materials ([T157](#))
    - [Display and Engage Vocabulary Strategy 1.12](#)
  - Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il- ([T164-T165](#))
    - [Display and Engage Generative Vocabulary 1.13](#)
    - [Know It, Show It p. 22](#)
  - [Read and Respond: Making a Movie](#)

#### GRAMMAR

- [Display and Engage: Grammar 1.3.3a-b](#)
- [Printable: Grammar 1.3.3](#)

#### WRITING WORKSHOP

	<p>W13:  I can edit writing for proper use of past tense of irregular verbs.  I can edit writing for proper use of collective nouns.  I can edit writing for proper use of adjectives.  I can edit writing for proper use of pronouns.  (<a href="#">W16</a>)</p>	<ul style="list-style-type: none"> <li>● <a href="#">Display and Engage 1.8</a></li> <li>● <a href="#">Writer’s Notebook p. 1.8</a></li> </ul>
	<p>R14:</p> <ul style="list-style-type: none"> <li>● I can explain the author’s purpose and message within a text.</li> <li>● I can analyze how the use of text structures contributes to an author’s purpose.</li> </ul> <p>(<a href="#">T176-T177</a>)</p>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Spiral Review (<a href="#">T174</a>) <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Critical Vocabulary 1.6, 1.8, 1.11a, and 1.11b</a></li> <li>○ <a href="#">Vocabulary Cards 1.16, 1.18 and 1.33</a></li> </ul> </li> <li>● Model Text: <a href="#">Teaching Pal Book 1, pp. 57–72</a></li> <li>● <a href="#">myBook Captain Arsenio, Book 1, pp. 57–72</a></li> <li>● <a href="#">Anchor Chart 28: Author’s Purpose</a></li> <li>● <a href="#">Know It, Show It p. 25</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>● Rigby Text (Independent Reading Levels)</li> <li>● Scaffold: <a href="#">Reading Graphic Organizer 28</a></li> </ul> <p><b>GUIDED READING:</b> Rigby Books, Take and Teach Lessons  <b>LITERACY STATIONS: Options for Differentiation: <a href="#">T178</a></b></p> <ul style="list-style-type: none"> <li>● Independent Reading: Rigby Texts, EPIC (Book Log Form)</li> <li>● iReady - Personalized Learning Path <ul style="list-style-type: none"> <li>● Reinforce Comprehension Skill/Strategy <ul style="list-style-type: none"> <li>○ <a href="#">Tabletop Mini Lesson</a> - Author’s Purpose</li> </ul> </li> <li>● Reinforce Foundational Skills <ul style="list-style-type: none"> <li>○ Decoding Long i and o (<a href="#">T152-T153</a>) (<a href="#">T172-T173</a>) <ul style="list-style-type: none"> <li>■ <a href="#">Display and Engage Decoding 1.11</a></li> <li>■ <a href="#">Know It, Show It p. 19</a></li> <li>■ <a href="#">Display and Engage Decoding 1.13</a></li> <li>■ <a href="#">Know It, Show It p. 24</a></li> </ul> </li> </ul> </li> </ul> </li> <li>● Fluency: Phrasing - <a href="#">T155</a></li> </ul>

	<p>G14: I can review declarative, interrogative, imperative, and exclamatory sentences. I can use a variety of sentences correctly in speaking and writing. <a href="#">Writing Workshop Teacher’s Guide p. w206</a></p> <p>W14: I can discuss publishing opportunities for a wider audience. I can decide upon a publishing option. I can reassess goals for writing expository essays. I can participate in and discuss the publishing experience. <a href="#">(W17)</a></p>	<ul style="list-style-type: none"> <li>○ <a href="#">Fluency 2.11</a></li> <li>● Vocabulary Strategy: Reference Materials <a href="#">(T157)</a> <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Vocabulary Strategy 1.12</a></li> </ul> </li> <li>● Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il- <a href="#">(T164-T165)</a> <ul style="list-style-type: none"> <li>○ <a href="#">Display and Engage Generative Vocabulary 1.13</a></li> <li>○ <a href="#">Know It, Show It p. 22</a></li> </ul> </li> <li>● <a href="#">Read and Respond: Making a Movie</a></li> </ul> <p><b>PBL Connection: Research and Media Literacy/Synthesize Topic Knowledge <a href="#">(T182)</a></b></p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Display and Engage: Grammar 1.2.4a–b</a></li> <li>● <a href="#">Printable: Grammar 1.2.4</a></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Focal Text Girls Think of Everything</a></li> <li>● <a href="#">Writer’s Notebook p. 1.9</a></li> </ul>
	<p>R15:</p> <ul style="list-style-type: none"> <li>● <b>I can synthesize information from multiple selections.</b> (Task)</li> <li>● I can discuss vocabulary related to a topic.</li> <li>● I can evaluate and reflect on module selections.</li> <li>● I can make connections between</li> </ul>	<p><b>SHARED READING/MODEL</b></p> <ul style="list-style-type: none"> <li>● <a href="#">myBook Book 1, pp. 5, 10–15</a></li> <li>● <a href="#">Display and Engage Knowledge Map 1.14</a></li> <li>● <a href="#">Anchor Chart 8: Synthesize</a></li> <li>● <a href="#">Anchor Chart 30: Make Connections</a></li> </ul> <p><b>INDEPENDENT APPLICATION</b></p> <ul style="list-style-type: none"> <li>● Rigby Text (Independent Reading Levels)</li> </ul>

and to module selections.  
([T184-T185](#))

**GUIDED READING:** Rigby Books, Take and Teach Lessons

**LITERACY STATIONS: Options for Differentiation:** [T188](#)

- Independent Reading: Rigby Texts, EPIC (Book Log Form)
- iReady - Personalized Learning Path
  - Reinforce Foundational Skills
    - Decoding Long i and o ([T152-T153](#)) ([T172-T173](#))
      - [Display and Engage Decoding 1.11](#)
      - [Know It, Show It p. 19](#)
      - [Display and Engage Decoding 1.13](#)
      - [Know It, Show It p. 24](#)
- Fluency: Phrasing - [T155](#)
  - [Fluency 2.11](#)
- Vocabulary Strategy: Reference Materials ([T157](#))
  - [Display and Engage Vocabulary Strategy 1.12](#)
- Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il- ([T164-T165](#))
  - [Display and Engage Generative Vocabulary 1.13](#)
  - [Know It, Show It p. 22](#)
- [Read and Respond: Making a Movie](#)

**PBL Connection: Present a Business Plan for an Invention ([T190](#))**

- [Project 1.3](#)

**ASSESSMENT OPTIONS:**

[Weekly Assessment T138](#)

- Comprehension: Make Inferences, Literary Elements, Author's Craft, Author's Purpose
- Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-/il-
- Grammar: Compound Sentences

[Selection Quiz: Captain Arsenio](#)

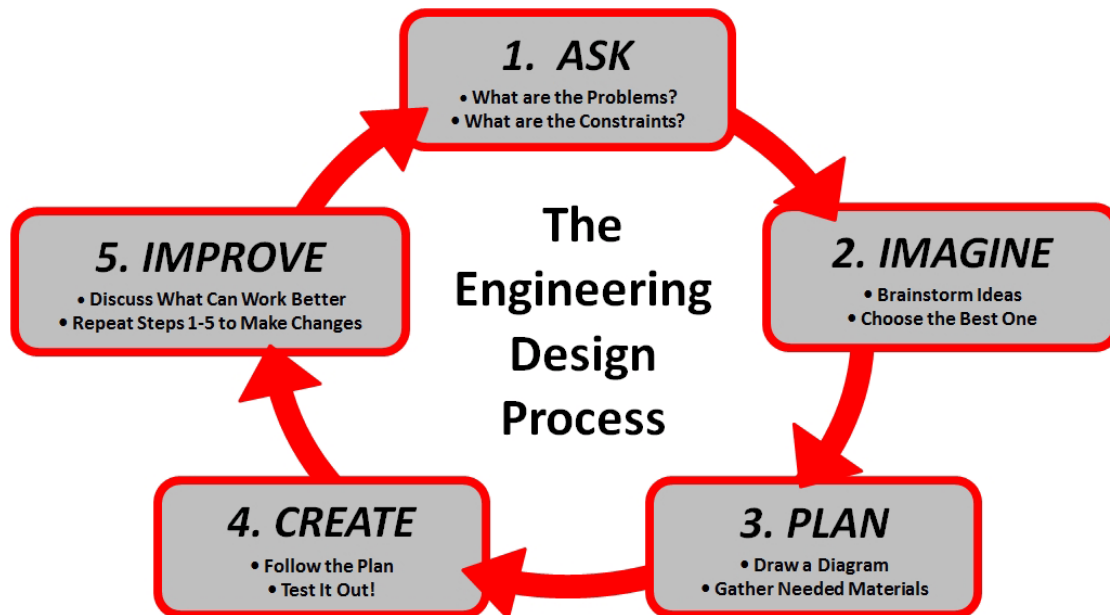
**GRAMMAR**

- [Display and Engage: Grammar 1.3.5](#)
- [Printable: Grammar 1.3.5](#)

G15:  
I can write compound sentences.  
I can use compound sentences with  
subject-verb agreement correctly in



	<p>speaking and writing.  <a href="#">Writing Workshop Teacher's Guide p. w212</a></p> <p>W15:  I can present my expository essay to an audience.  I can ask and answer questions about writing. I can exhibit comprehension of expository essays.  I can participate in a collaborative discussion about the writing experience.  (W18)</p>	<p><b>WRITING WORKSHOP:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Display and Engage 1.9</a></li> </ul>
	<p>Module Assessment</p>	<ul style="list-style-type: none"> <li>• <a href="#">Module Assessment</a></li> <li>• <a href="#">Module Assessment Answer Key</a></li> </ul>



**LEARNING PLAN**

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Learning Activities:**

**ASK (Engineering Design Process)**

Activity	Description of Activity	Technology/Resources	Time Allotted
(example) Innovations	Students will be separated into two groups. One group will individually create a book. Another group will create an assembly line to create a book.	Ipad Videos on making a book	2 periods
(example) View an Inventor	Upon understanding the impact of the innovation, students will watch an episode of Shark Tank to see how inventors can present their innovations and for products they've created to solve a problem.	IPad/ Video or Robots Movie Meet the Robinson	45 minute block
Launch: Why do inventors invent?	Create a class mind map about why inventors invent. Students will brainstorm different reasons/circumstances for why people create and design new things.	google meet/ Popplet	1 period
Investigate How have inventions improved our lives? Research and share an invention that came out of NYC!	find an innovation and use the who, what, where, when why	FlipGrid	

**IMAGINE (Engineering Design Process)**

Activity	Description of Activity	Technology/Resources	Time Allotted
Brainstorm an invention	Students will brainstorm inventions that have occurred and share their thinking. Students will think quietly about their ideas, then use post-its to share their ideas, notice commonalities (Look around, what would you change? What could be different in your world?)	class slide deck nearpod jamboard	
Students will consider each idea and categorize them into groups(?)	Students will begin to view invention ideas in categories of purpose, type etc.		

**PLAN (Engineering Design Process)**

Activity	Description of Activity	Technology/Resources	Time Allotted
Draw a diagram Gather Materials Needed	Students will keep a journal to track their thinking: What can you include from different post-its to create a new design?		
	Look at different types of plans/blueprints to help generate ideas and planning.		

**CREATE (Engineering Design Process)**

Activity	Description of Activity	Technology/Resources	Time Allotted
Students design a prototype of their invention (individually or group?)	Draw/Sketch a prototype Document mind maps, and memorialize the process	Graph paper <a href="#">tinker cad</a> - digital prototype	
Students present or "pitch" their idea with "shark tank"			

**IMPROVE (Engineering Design Process)**

Activity	Description of Activity	Technology/Resources	Time Allotted

Students will receive feedback on their prototype			

## Unit Overview

### Learning Targets at a Glance

<p>I can identify central ideas and supporting evidence in information texts.</p> <p><b>Extension</b> I can support my thinking with relevant evidence from the text.</p>	<p>I can summarize key information using details from the text.</p>	<p>I can explain the author's purpose and message in a text.</p> <p>write a response</p> <p><b>Formative Assessment (PADLET)</b></p> <ul style="list-style-type: none"> <li>● Summary Text</li> <li>● Supporting Image</li> <li>● Author's Purpose (Audio Message)</li> <li>● Comments on Peers <ul style="list-style-type: none"> <li>○ Notice/Wonder</li> </ul> </li> </ul>	<p>I can identify and understand first-person point of view.</p> <p>I can identify and understand third-person point of view.</p>	<p>I can identify the central theme and supporting evidence in a text.</p> <p><b>Extension</b> I can support a theme using relevant evidence from the text. Provide the theme and students identifying relevant evidence to support the theme.</p>
Use reading strategies	I can analyze the structure	I can use reading strategies	I can recognize the central	I can explain the

<p>throughout the reading process to monitor comprehension.</p> <p>Model with same genre Gist Statements Natural stopping points in a text</p> <p>Winds of Hope - What is another way we can use this text?</p>	<p>of a text. I can identify and explain cause and effect relationships within a text. ( 2 day lesson on text structure)</p> <p>Formative Assessment <a href="#">Checkpoint 2</a></p>	<p>to monitor comprehension and clarify understanding. (asking questions)</p> <p>Summarizing</p>	<p>idea and supporting evidence in informational texts. ( reread same text as day before with new focus)</p>	<p>relationships or interactions between two or more events, ideas, or concepts based on specific information in the text.</p>
<p>I can make inferences and use text evidence to support understanding.</p> <p>Formative Assessment</p> <p>Day 2 - New text - I can compare and contrast multiple texts on a topic.</p> <p>Day 3 - I can synthesize information from multiple sources to gain a new understanding, a deeper understanding, or a changed understanding.</p>	<p>I can analyze plot elements, including conflict, events, and resolution.</p>	<p>I can examine how language helps develop an author’s voice and tone. I can explain how word choice contributes to an author’s style.</p>	<p>I can analyze how the use of text structures contributes to an author’s purpose.</p>	<p>I can use reading strategies to interact with the text and monitor my comprehension.</p> <p>Formative Assessments I can synthesize information from multiple selections. <a href="#">Checkpoint 3</a></p>