

Literacy				
Outcome	Critical Vocabulary	Time Range(s)	Assessment COP's	80/20 Ideas
<p><b>Self-monitoring and reader's notebook</b>  <i>2.1 use strategies and cues</i>  <i>2.2 respond to text</i>  <i>3.4 share and review</i></p>	<ul style="list-style-type: none"> <li>-reader's voice</li> <li>-self-monitor</li> <li>-"does this make sense"</li> <li>-"this makes me think about"</li> <li>-"I don't understand the vocabulary"</li> <li>-"I don't understand the passage"</li> <li>-synthesizing (getting to the point)</li> <li>-making connections</li> <li>-Inferencing</li> <li>-Connecting</li> <li>-All reading strategies</li> </ul>	All Year	<ul style="list-style-type: none"> <li>-Reader's Notebook</li> <li>-Fountas and Pinnell reading assessments</li> <li>-Reading charts</li> <li>-One-on-one reading and conversation with each student</li> <li>-guided reading starting in October</li> <li>-Monitoring and correcting</li> <li>-Peer to peer reading, feedback and conversation</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying where misunderstandings are coming from</li> <li>-steps on how to gain understanding /comprehension</li> <li>-self-correcting</li> <li>-Thinking about reading in multiple ways</li> </ul>
<p><b>Phonics and Phonemic Awareness</b>  <i>2.1 Use strategies and cues</i>  <i>1.1 Discover and explore</i></p>	<ul style="list-style-type: none"> <li>-Prefix</li> <li>-Suffix</li> <li>-Root Word</li> <li>-Derivative</li> <li>-Synonym</li> <li>-Antonym</li> </ul>	All Year	<ul style="list-style-type: none"> <li>-Phonemic awareness activities and online activities</li> <li>-Meaning of different prefixes and suffixes</li> <li>-Connecting ideas to subject terminology and conversation within class</li> <li>-Buddy classes</li> <li>-Vocabulary morning practice</li> </ul>	

<p><b>Quick write journal prompts, group brainstorming, individual creative writing</b>  <i>2.4 create original text</i>  <i>3.1 plan and focus</i>  <i>4.1 enhance and improve</i>  <i>5.2 work within a group</i></p>	<ul style="list-style-type: none"> <li>-prompt</li> <li>-punctuation</li> <li>-description</li> <li>-parts of speech</li> <li>-types of planners</li> </ul>	<p>All Year</p>	<ul style="list-style-type: none"> <li>-Quick write journals</li> <li>-Reader's notebook</li> <li>-HLAT</li> <li>-Writing to variety of prompts</li> <li>-Class created planners</li> <li>-Group created planners</li> <li>-Peer review on writing</li> <li>-Taking feedback to enhance and improve</li> <li>-Presenting writing in class</li> </ul>	<ul style="list-style-type: none"> <li>-Getting ideas onto paper</li> <li>-Writing fluently</li> <li>-Understanding and editing personal writing pitfalls</li> <li>-Experimenting with and using writing tools to enhance writing (reading work out loud, peer review, google read and write)</li> </ul>
<p><b>Paragraph Writing</b>  <i>2.2 respond to text (describe and support)</i>  <i>2.4 create original text</i>  <i>3.1 plan and focus</i>  <i>4.3 present and share</i></p>	<ul style="list-style-type: none"> <li>-What is a paragraph</li> <li>-Sentence starters</li> <li>-Transition words</li> <li>-Topic sentence</li> <li>-Supporting sentences</li> <li>-Concluding sentence</li> <li>-RENNIS</li> <li>-Who, What, Where, When, Why, How</li> </ul>	<p>Quarter 1/2</p>	<ul style="list-style-type: none"> <li>-Reader's Notebook</li> <li>-Weebly/online paragraph writing</li> <li>-peer assessment and feedback</li> <li>-separating sections of pre-made paragraphs (visual breakdown)</li> <li>-analyzing pre-made paragraphs</li> <li>-Breaking down RENNIS using multiple prompts (whole class, group, individual)</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing and sectioning pre-made paragraphs</li> <li>-Creating RENNIS within planner</li> <li>-Understanding levels of support</li> <li>-Factual versus descriptive</li> <li>-Variety in sentence starters</li> </ul>
<p><b>Research and Citation</b>  <i>2.2 respond to text (compare)</i>  <i>3.2 select and process (use a variety of sources/ evaluate sources using pre-established criteria)</i>  <i>3.3 organize, record and evaluate info to reach new conclusions</i></p>	<ul style="list-style-type: none"> <li>-reliable</li> <li>-search engines</li> <li>-key words</li> <li>-BADCAR (bias, author, detail, content, appropriateness, relevance)</li> <li>-plagiarism</li> <li>-citation</li> <li>-research</li> <li>-criteria</li> </ul>	<p>Quarter 1/2</p>	<ul style="list-style-type: none"> <li>-Comparing and evaluating search engines</li> <li>-Tips and tricks for search engines</li> <li>-What is a keyword (group activity)</li> <li>-Evaluating reliability and authenticity of websites (BADCAR)</li> <li>-Comparing multiple websites that present the same information</li> <li>-Biases</li> <li>-Plagiarism</li> <li>-Citing different resources (format for book and website)</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding keywords in searches and pulling out keywords from sources</li> <li>-BADCAR</li> <li>-How to prevent plagiarism - how to take sources and put them into own words</li> <li>-How to cite sources</li> </ul>

3.4 <i>share and review</i> <i>(review/assess personal research process)</i>				
<b>Sentence Structure</b> 4.2 <i>Attend to Conventions</i>	-Edit, -Criteria -Sequence	All Year	Term 2 Practice HLAT, Reader's Notebook, Quick Writes, Writing Conferences	Capitalization, Punctuation, Phrasing
<b>Nonfiction</b> 2.2 <i>respond to text</i> 2.3 <i>Understand forms, elements and techniques</i> 3.1 <i>plan and focus</i> 3.4 <i>share and review</i>	- Research - Glossary - Index - Text Features - Caption - Heading/subheading - Table of contents	Quarter 2	- Non Fiction Readers Response - Text features project - Practicing note taking - Highlighting important information - Rephrasing headings, and creating their own subheadings	- Identify the main idea in nonfiction writing - Distinguish the difference between nonfiction and fiction
<b>Adding Details</b> 2.3 <i>Understand forms, elements and techniques</i> 4.1 <i>Enhance and Improve</i>	-Communicate -Comprehend -Variety -Plan -Criteria -Expand -Support -Imagery -Revise	Quarter 2/3	HLAT, Reader's Notebook, Writing Conferences, Snow Globe Writing, Poetry, Persuasive Writing, Using editing symbols checklist	Revision, Expand ideas, using poetic devices, sentence variety (compound vs simple, sentence beginnings), good beginnings/endings
<b>Story Writing</b> 2.3 <i>Understand forms, elements and techniques</i>	-Beginning -Middle -End -Red Flag Words -Character description -Setting description	Quarter 3/4	-Separating parts of a pre-written story into beginning, middle, end -Analyzing pre-written stories	

	<ul style="list-style-type: none"> <li>-Senses</li> <li>-Dialogue</li> <li>-Suspense</li> <li>-Show not tell</li> </ul>			
<b>Fluency</b> <i>4.3 Present and Share</i>	<ul style="list-style-type: none"> <li>-Audience</li> <li>-Comprehend</li> <li>-Communicate</li> </ul>	All Year	Guided Reading, Fluency Friday Quick Tests, Phonics Mini-Lessons, Read Aloud Discussions	Fluency, Self Monitoring
<b>Inferring with support</b> <i>2.1 Use strategies and cues</i>	<ul style="list-style-type: none"> <li>Comprehend</li> <li>-Connect</li> <li>-Explain</li> <li>-Opinion</li> <li>-Inference</li> <li>-Reflect</li> <li>-Relevant</li> <li>-Support</li> </ul>	Quarter 2/3	Guided Reading, Reader's Notebook, Read Aloud Discussions	Inferring, Self-Monitoring, Making Connections
<b>Analyzing</b> <i>1.2 Clarify and extend</i> <i>2.3 Understand forms, elements and techniques</i> <i>3.2 Select and process</i>	<ul style="list-style-type: none"> <li>-Techniques and elements (problem, conflict, characters)</li> <li>-Compare</li> <li>-Describe</li> <li>-Appreciate artistry</li> <li>-Evaluate</li> </ul>	Quarter 3/4	<ul style="list-style-type: none"> <li>-Reader's Notebook</li> <li>-Story Writing</li> <li>-Conversation regarding read-a-loud</li> <li>-Peer editing and feedback</li> <li>-The Fountas &amp; Pinnell reading assessments</li> <li>-Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>-Can you tell me what decisions the author made</li> <li>-Making connections and relate to personal understandings</li> <li>-Using learned techniques (from authors) and applying to our own writing</li> </ul>
<b>Letter/Email Writing</b> <i>4.1 Enhance and Improve</i> <i>4.2 Attend to conventions</i> <i>1.2 Combine ideas of personal and encountered</i>	<ul style="list-style-type: none"> <li>-Indent</li> <li>-Salutation/farewells</li> <li>-Formatting</li> <li>-Tone of voice</li> <li>-Personal Boundaries</li> </ul>	Quarter 4	<ul style="list-style-type: none"> <li>-Social migration letters/diary entries</li> <li>-Personal letter to family, teachers, friends</li> <li>-Professional emails to teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Rereading your letter to interpret how it sounds to someone else</li> <li>-Positive approach and tone of voice</li> </ul>

<i>experiences</i>				
<b>Poetry</b> <i>4.1 Enhance and Improve</i> <i>4.2 Attend to conventions</i> <i>1.2 Combine ideas of personal and encountered experiences</i>	-Poetic language (metaphor, simile, personification, onomatopoeia, hyperbole, alliteration, idiom) -Stanza -syllable	Quarter 3/4	-Read and interpret poems and provide a personal interpretation of feelings and thoughts -Presenting poems using specific techniques (voice, tone, body language, volume) -Identify and create a variety of poem types (haiku, limerick, cinquain)	-Identifying/developing figurative language -Reading poetry with voice and emphasis -Writing poetry with specific criteria

The ongoing work of Collaborative Teams

Clarity of grade level teams and vertical alignment

- \*ELO's for Literacy and for Numeracy for Elementary collaborative teams (Team Drive)
- \*ELO's for four core subject areas for Junior High (Team Drive)
  - \*These are a work in progress, but term 1 ELO's should have been commonly determined and should be reflected in long range plans. A template is available in the Team Drive for [Elementary](#) and [Jr High](#) collaborative teams to record grade level ELO's.