

Title of Unit	Vocabulary- word meanings	Grade Level	Kindergarten
Curriculum Area	ELA – L.K. 5	Time Frame	5 – 12 minutes – five days a week
Developed By	Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Storyline			

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<ol style="list-style-type: none"> 1) What are words? 2) Why do we use words? 3) What kind of a world would it be if there were no words? 	<ol style="list-style-type: none"> 1) Where would you find these words? 2) How would you compare these words? 3) How would you sort these words? (Have them choose categories) 4) How are these words connected?
Related Misconceptions		
<ul style="list-style-type: none"> • All kindergarteners have the same or similar word knowledge and vocabulary 		

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> • Words have meaning • Words can be categorized • Words have opposites 	<ul style="list-style-type: none"> • Demonstrate through a variety of vocabulary activities that words have meaning • Sort words into categories • Know that words represent meaning/words have opposites –Antonyms

Assessment Evidence (Stage 2)

Performance Task Description	
Goal	Students will participate in various activities that explore word meanings
Role	Students will actively participate in literacy activities
Audience	Students and teachers
Situation	Circle time and centers
Product/Performance Standards	Word Wall, journal of words, various vocabulary activities

Other Evidence

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	An increase in word knowledge and meanings Formative assessment during center time and vocabulary centers/choral student responding
How will you hook students at the beginning of the unit?	Cue students with musical vocabulary song
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Multi-sensory centers with vocabulary sorting, word meaning match, graphic representation, word games. Circle time with choral student responding, word discovery, sorting words into categories Story time with book that uses vocabulary words
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Circle time with pictures to generalize the word. Mystery word time to see what they can remember relating to this word.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Circle time with a formative assessment. Students use a visual cue that represents understanding of concept Students draw graphic representation of word meaning
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Mixed ability groups during center time CBA (Aims web) to create a vocabulary plan for students Intervention time with one on one student during center time.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Keep a daily schedule (visual chart) Use musical cue for transitions Visually label activity centers (Use vocabulary categories)

Title of Unit	ELA lesson with vocabulary -	Grade Level	1 st grade
Curriculum Area	ELA L.1.5	Time Frame	20 – 25 minutes ELA lesson – five days a week
Developed By	Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Storyline			
Identify Desired Results (Stage 1)			
Content Standards			
CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>		<ol style="list-style-type: none"> 1) Why do we use words? 2) How do we know which words to use? 	<ol style="list-style-type: none"> 1) Where would you find these words? – list of grade level words provided 2) How would you compare these words? – common 3) How would you sort these words? 4) What type of action would you put to these words? (Have them choose categories) 5) How are these words connected?
Related Misconceptions			
<ul style="list-style-type: none"> • Students have the same or similar word knowledge • Students are able to draw on background knowledge • Students verbal and written word knowledge is the same • Students all speak English at home 			

Knowledge Students will know...		Skills Students will be able to...	
<ul style="list-style-type: none"> How to connect meanings of words and build word relationship 		<ul style="list-style-type: none"> Define word meanings Compare words/sort words into categories 	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal	Students will explore three vocabulary words from a grade level text		
Role	Active participation and engaging in ELA lesson		
Audience	Students and teachers		
Situation	ELA lesson with reading, writing and vocabulary		
Product/Performance	Written work –sentences and textual evidence with graphic representation/book/participation in group work		
Standards	ELA – 1.5		
Other Evidence			
Learning Plan (Stage 3)			
Where are your students headed? Where have they been? How will you make sure the students know where they are going?		Building a foundation of word knowledge and acquisition Formative assessment of students throughout activities, error corrections, written work	
How will you hook students at the beginning of the unit?		Begin lesson with story time All vocabulary words are from text Lessons and activities will center around text	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?		Story time – Entire lesson will center around text <ul style="list-style-type: none"> Center time – activities all relate to the text Write time – Students create a book 	
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?		Closure time: Students will orally read their written book to class – During Center time, Teacher will assess student with word knowledge one on one	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?		Circle time for closure of activities <ul style="list-style-type: none"> Students read books that they have created that include vocabulary words used in sentences. 	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?		<ul style="list-style-type: none"> Orally read text/provide copy of book for hearing impaired students Provide assistance during writing time – shorten number of vocabulary words Intervention time during center time Provide model 	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?		Provide visual chart of schedule Musical cue for students for story time and transitions Label Centers Use a center chart with student names for center rotation	

Title of Unit	ELA – integrated vocabulary lesson	Grade Level	2 nd Grade
Curriculum Area	ELA L.2.5	Time Frame	20 minute ELA lesson - 5 days a week
Developed By	Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Storyline			

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<ol style="list-style-type: none"> 1) How can words change the meaning of our sentences? 2) Do words have certain jobs in sentences? <ol style="list-style-type: none"> 2a. What are their jobs? 	<ol style="list-style-type: none"> 1) Describe the difference in these words? 2) How would you describe these words? 3) Which word sounds better?
Related Misconceptions		
<ul style="list-style-type: none"> • Students have an understanding of connotation and denotation. • Students understand parts of speech • Students know how to identify a verb in a sentence • Students develop the meaning behind the word with application. 		

Knowledge Students will know...		Skills Students will be able to...	
<ul style="list-style-type: none"> Words have jobs in sentences (verbs, adjectives) Similar words bring a different depth to a sentence (connotation) 		<ul style="list-style-type: none"> Define connotation and denotation Identify action verbs and adjectives in sentences 	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal	Within a 20 minute ELA lesson using a grade level text, student will verbally define connotation, denotation, and parts of speech		
Role	Participants		
Audience	Peer students and teachers		
Situation	Defining connotation, denotation, and verbs and adjectives within an ELA lesson –centered around grade level text		
Product/Performance	Written assignment, vocab journal, 5 questions of vocabulary, share time		
Standards	ELS L.2.5		
Other Evidence			
Learning Plan (Stage 3)			
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Defining denotation and connotation Identify verbs and adjectives in sentences Building on word relationships		
How will you hook students at the beginning of the unit?	Vocabulary centered on text support – Cue students with music for story time		
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Read aloud – read in partners – read silently Inference questions centered around vocabulary words The 5 questions of vocabulary wheel with graphic representation of words – in groups on large Post-Its/Vocabulary, reading, writing, centers		
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Continue to work on the same words Small group: Cloze reading exercise (students choose different words to place in sentences – Which word sounds better/How did you reach that conclusion? Questioning activity		
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Through written assessment, performance assessments, formative assessment Aims Web CBM to assess skill gaps in ELA		
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Three text readings Intervention time with teacher during center time Diverse ability partners/Reduce vocabulary words/Model activity and assignment Intervention time during centers or seat work		
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Story time/reading time ELA Activity centers/intervention time Writing time, Closure circle time		

ELS lesson with vocabulary	Grade Level	3 rd Grade
ELA – L3.5.	Time Frame	30 minute ELA Lesson - 5 days a week
Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Identify Desired Results (Stage 1)		
Content Standards		
CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
Understandings		Essential Questions
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)</p> <p>CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<ol style="list-style-type: none"> 1) What are some things that need to be exact in our lives? 2) Why do certain things in our lives need to be exact? 3) What are some exaggerations you hear in your daily life? – Non literal words 4) How would you describe quality? – depth of word meanings 5) How deep is deep? – depth of word meanings 	<ol style="list-style-type: none"> 1) How do words help you paint a picture of what you really mean? 2) Can people really steal bases in softball/baseball? 3) Comparing words: Which word sounds more important and why?
Related Misconceptions		
<ul style="list-style-type: none"> • Students understand literal and nonliteral concepts • Figurative language is the same no matter what culture 		

Knowledge Students will know...	Skills Students will be able to...
Begin to understand how different words paint different pictures with literal and non-literal meanings	Define the meanings of literal and nonliteral word phrases Compare and contrast related words in order to give depth to writings
Assessment Evidence (Stage 2)	
Performance Task Description	
Within a 30 minute ELS lesson, Students will participate in three readings, activity centers, and written projects	
Active participants – Answering and asking questions,	
Peer Students and teachers	
Developing vocabulary within ELA lesson using a grade level text	
Canvas word project – written activity	
Other Evidence	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Defining and identifying literal and non-literal word meanings Reinforce concepts in activity centers and seat work Formative assessment throughout lesson, checking for understanding
How will you hook students at the beginning of the unit?	Active warm –up activity that provides background knowledge of book
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Read aloud, read individually, read with partners Multisensory activities and role playing to help students grasp an understanding of degrees of word Pick a word game (cloze reading activity)/The 5 questions of vocabulary exploring words Home word journal – I used this word..... and it means....
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Canvas writing project – students will share their canvas writing project Students will peer edit, critique, and share positive remarks about canvas writing project Post –its - “What did you learn? What did you think about? If I did this project again I would?”
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Post –its - “What did you learn? What did you think about? If I did this project again, I would?” Correct errors/Praise & rewards
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Present information in a variety of methods, Multisensory and hands-on methods at centers Diverse groupings Intervention time during Activity Centers to work with low/high academic students Use pictures for matching
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Story time – read aloud, read with partner, read individually Center activities – designed around the text /Canvas Project Presentation

Title of Unit	ELA lesson with vocabulary	Grade Level	4 th Grade
Curriculum Area	ELA	Time Frame	30 minute period 5 days
Developed By	Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Storyline			
Identify Desired Results (Stage 1)			
Content Standards			
CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>CCSS.ELA-Literacy.L.4.5b Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		<ol style="list-style-type: none"> 1) Why do good writers have to knowledge about words? 2) Why does understanding the meaning of words help us to become strong writers? 3) If painters use a paint brush and canvas, what are some tools that writers use to “paint” words on paper? 	<ol style="list-style-type: none"> 1) What is the difference between similes and metaphors? 2) Describe how your writing improves when you use metaphors and similes? 3) Do idioms, adages, and proverbs change with different cultures?
Related Misconceptions			
<ul style="list-style-type: none"> • That culture does not make a difference in ELA • Students know the difference between synonyms and antonyms • Students know the difference between connotation and denotation • Students have strong inferencing skills 			
Knowledge Students will know...		Skills Students will be able to...	

<p>The differences between synonyms and antonyms How to identify and write a simile and a metaphor</p>	<p>Compare and contrast the tools of writing to a skilled trade. Identify and know the difference between synonyms and antonyms Identify, know the difference, and write similes and metaphors Identify and distinguished between idioms, adages, and proverbs</p>
Assessment Evidence (Stage 2)	
Performance Task Description	
Goal	Within a 30 minute ELS lesson, Students will participate in three readings, activity centers, and written projects and written or oral assessment
Role	Active participants – ask questions and answer questions
Audience	Peer students and teacher
Situation	
Product/Performance	Written projects, written assessment, performance assessment, portfolio
Standards	
Other Evidence	
Learning Plan (Stage 3)	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Building and developing strong written and communication skills through word acquisition
How will you hook students at the beginning of the unit?	Background knowledge projects/ activities centered around book/Book themes – proverbs, adages, and word comparisons/ Read aloud, read individually, read in partners
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Activity centers and project centers that are theme related to the books: include writing, reading, listening, and hands-on projects 5 question vocabulary, students write a book of proverbs, a figurative language Menu
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	End of book theme party Post-its notes on large paper – what did I learn? What would I do differently? What was your favorite activity or project? Word walls (student developed)
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	written assessment and performance assessments, informative assessment during centers , portfolio
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Reduce project and vocabulary words, design centers to reinforce skill gaps, modify assessments, diverse groups, have low reading students read to instructor, reduce the number of sentences, and include visuals in directions and projects.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	A visual schedule – background activity on book, reading time, center time, writing time, presentation at the end of unit. Students will rotate throughout the week. Passport and Portfolio Centers clearly labeled

Title of Unit	ELA lesson with vocabulary	Grade Level	5 th Grade
Curriculum Area	ELA	Time Frame	40 minute ELA- five days a week
Developed By	Kayde Ries, Kim Martini, Kyle Molik, Cathy Axen		
Storyline			

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-Literacy.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ol style="list-style-type: none"> 1) Why do good writers have to have knowledge about words? 2) How does understanding the meaning of words help us to become strong writers? 3) If painters use a paint brush and canvas, what are some tools that writers use to “paint” words on paper? 	<ol style="list-style-type: none"> 1) What is the difference between a simile and a metaphor? 2) How are simile and metaphors alike? 3) How do you use idioms, adages, and proverbs to convey messages? 4) How does annotating text help us?
Related Misconceptions		
<ul style="list-style-type: none"> • Students understand figurative language • Students have a strong understanding of word relationships • Students know how to write comparisons • Students know how to use resources (thesaurus or dictionary) 		
Knowledge Students will know...	Skills Students will be able to...	

<ul style="list-style-type: none"> • How to annotate text to provide support for their explanations • Understand the meaning of synonym and antonyms of vocabulary words 	<ul style="list-style-type: none"> • Clarify the meaning of idioms, adages, and proverbs by providing textual evidence
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Assessment Evidence (Stage 2)

Performance Task Description

Goal	Within a 30 minute ELS lesson, Students will actively participate in all activities
Role	Actors – interpreting tall tales, proverbs, and folk tales and drawing meaning from idioms adages, and proverbs
Audience	Peers and teachers
Situation	Learning how to interpret text and draw meaning from idioms, adages, and proverbs through acting and annotating
Product/Performance	Video presentation students interpretation of a proverb, folk tale, tall tale
Standards	

Other Evidence

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Building and developing strong written and communication skills through word acquisition
How will you hook students at the beginning of the unit?	High interest reading and activities
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Reading short proverbs, tall tales, and folk tales/ annotating text, inferencing, Guess and check, The 5 questions of vocabulary/readers theaters in groups Presentations of their interpretations of text
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Word wall (student created) Creating their own idioms/Figurative language menu/Proverb around the World Book Projects Rubric self-check
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Video presentations and have students, using a rubric, evaluate their own groups Post-its notes on large paper – what did I learn? What would I do differently? What was your favorite activity or project?
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Text to speech for interpretation of proverbs/ draw interpretation Diverse learning groups Text on tape/ computer/ orally read text/ highlighters for annotating
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Background knowledge activities, whole group reading, pair reading, individual reading, group work, presentations – students will rotate through centers for small group instruction throughout the week – passport rotation

Title of Unit	World Religions within a Vocabulary context	Grade Level	6 th grade
Curriculum Area	Language Arts	Time Frame	5 days (including pamphlet)
Developed By	Cathy Axen, Kim Martini, Kayde Ries, Kyle Molik		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.6.5a Interpret figures of speech (e.g., personification) in context.</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>1) What are three examples of figurative language?</p> <p>2) How are words related to various areas of rhetoric and semantics?</p> <p>3) How do you distinguish the connotation within a text?</p>	<p>1) What is an example of personification?</p> <p>2) What is the cause and effect of written and spoken language relating to vocabulary and your audiences understanding?</p> <p>3) How can you tell the difference among words with similar associations and definitions?</p>
Related Misconceptions		
<ul style="list-style-type: none"> • Students understand figurative language • Students have a strong understanding of word relationships • Word retrieval and word acquisition delays are the same for all students 		

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> • Personification • Literacy, biblical, and mythological allusions • Verbal irony, puns • Distinguish among the connotations of words with similar denotations. 	<ul style="list-style-type: none"> • Interpret multiple sources of information • Use the newly acquired skills within their reading

Assessment Evidence (Stage 2)

Performance Task Description	
Goal	The goal is to create a pamphlet discussing the differences in religions.
Role	You are the author of this work.
Audience	The target audience is 5 th grade students.
Situation	You need to show the difference between Christianity, Judaism, and Islam.
Product/Performance	You need to create a pamphlet that describes the similarities and differences between the three religions
Standards	Your pamphlets will contain accurate information that is understandable for 5 th graders and allows the audience to be interested in the topic.

Other Evidence

Quizzes and tests on topics taught by teacher and analyzing other students' works.

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students need to develop an understanding of how to use figurative language, associate word relationships, and nuances in written or spoken language.
How will you hook students at the beginning of the unit?	A quick video showing highlights of other religions where students have to assess which religion was demonstrated.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	The creation of a pamphlet and student revisions.
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Students will have peer revisions that allow them to think, pair and share. Students will also be given problem based questions that require them to work collaboratively to solve the issue.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	We will use pre/post tests and quizzes that allow us to demonstrate growth. In addition we will have students do writings where they must alter words to use stronger vocabulary.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Learning plans will continually use multiple teaching techniques that include audio, visual, kinesthetic activities, reflection, partner work, and problem based questions.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	By teaching the unit in chronological order starting with the oldest religion and advancing forward to show the over-lapping beliefs of all the religions.

Title of Unit	Dancing Minds and Shouting Smiles	Grade Level	7 th grade
Curriculum Area	Language Arts	Time Frame	4, 45 minutes sessions
Developed By	Cathy Axen, Kim Martini, Kayde Ries, Kyle Molik		

Identify Desired Results (Stage 1)

Content Standards

[CCSS.ELA-Literacy.RL.7.5](#) Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>CCSS.ELA-Literacy.L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>1) Why do we need to write?</p> <p>1a. How do we convey different messages to the reader in our writings?</p>	<p>1) Why are particular words chosen over similar words?</p> <p>2) What are the differences in word relations between multiple sources?</p> <p>3) How can you make a piece of writing have the opposite meaning of its intention?</p>
Related Misconceptions		
<ul style="list-style-type: none"> • Students understand and know how to write/speak using figurative language • Students have a strong understanding of word relationships • Word retrieval and word acquisition delays are the same for all students 		

Knowledge Students will know...		Skills Students will be able to...	
<ul style="list-style-type: none"> The difference between meanings of similar words Differences between synonyms and antonyms 		<ul style="list-style-type: none"> Use multiple words with various meanings in selected writings. 	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal(s)	Students will be able to apply their knowledge of figurative language by using a graphic organizer to create personification using random phrases and by writing original poems		
Role	Students are the authors/creators of original poems		
Audience	The target audience is 7 th grade students		
Situation	Students will need to define personification and learn how it is applied by reading and responding to classic poetry		
Product/Performance	Students will be creating their own original poems by defining personification and learning how it is applied through reading and responding to classic poetry.		
Standards	Students' work of poetry will contain accurate information that is understandable for 7 th graders and allows the audience to be interested in the topic.		
Learning Plan (Stage 3)			
Where are your students headed? Where have they been? How will you make sure the students know where they are going?		Students need to develop an understanding of how to use figurative language, associate word relationships, and nuances in written or spoken language.	
How will you hook students at the beginning of the unit?		In order for students to become familiar with what personification is, assign an animal to each student and have them give their animal human-like traits. Perform for the class.	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?		Creation of original poem and student revisions.	
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?		Students will have peer revisions that allow them to think, pair and share. Students will arrange nouns /verbs combination They will use the four word combinations to write original poems containing personification	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?		Use pre/post tests and quizzes that allow us to demonstrate growth. In addition Students will do writings where they must alter words to use stronger vocabulary.	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?		Learning plans will continually use multiple teaching techniques that include audio, visual, kinesthetic activities, reflection, partner work, and problem based questions.	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?		By teaching the unit in chronological order.	

Title of Unit	Engineering the Perfect Poem	Grade Level	8 th grade
Curriculum Area	Language Arts	Time Frame	6, 45 minute sessions
Developed By	Cathy Axen, Kim Martini, Kayde Ries, Kyle Molik		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>CC.8.L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.8.L.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CC.8.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>1) What are some strategies you can use to help decide meaning of words in a text?</p> <p>2) How do you determine the value of words within a text?</p>	<p>1) After examining some of the words from a STEM field, compare these words to a field like Language Arts?</p> <p>2) How do the words around you help you decide the meaning of a word you do not know?</p>
Related Misconceptions			
<ul style="list-style-type: none"> • Students have background knowledge in STEM • Students are all at grade level for reading • STEM reading information is at a Lexile students can read 			

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> • How to decode word-meaning based on grade level reading content • How to infer meaning in context by cross-checking against a dictionary • How to accurately use grade-appropriate academic and domain-specific vocabulary. 	<ul style="list-style-type: none"> • Construct knowledge of engineering careers by researching online resources • Demonstrate an understanding of STEM-related vocabulary by creating a poem of discipline-specific words and a related image • Develop fluency and public speaking skills by presenting their poems.

Assessment Evidence (Stage 2)

Performance Task Description	
Goal	Develop fluency and public speaking skills by presenting their original poems
Role	Students create and present their poems.
Audience	8 th grade students.
Situation	Students will need to learn how to explain their material through speech.
Product/Performance	A completed, original work that is presented.
Standards	Students' presentation will contain accurate information that relates to STEM and is understandable for 8 th graders.

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students need to develop an understanding of how to use figurative language, associate word relationships, and nuances in written or spoken language.
How will you hook students at the beginning of the unit?	Read some poems from <u>The Underwear Salesman</u> . Read the poems aloud and use a projector so students can see the words as they are read. After reading, talk about how the author used poetry to describe different jobs. Student's select different discipline-specific words from a few poems.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Students will create presentations that display their poems and corresponding artwork.
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Allow students a few minutes to practice quietly reading their poems aloud before their presentations.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Provide students with a copy of the oral presentation rubric prior to their presentations
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Learning plans will continually use multiple teaching techniques that include audio, visual, kinesthetic activities, reflection, partner work, and problem based questions/Online resources will be read to student with low-reading levels
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Integrating collage and career standards, unit taught in chronological

Title of Unit	Connotation, Character, and Color Imagery in <u>The Great Gatsby</u>	Grade Level	9 th -12 th Grades
Curriculum Area	Language Arts	Time Frame	Twelve 50-minute sessions
Developed By	Cathy Axen, Kim Martini, Kayde Ries, Kyle Molik		

Identify Desired Results (Stage 1)

Content Standards

CC.9-10.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>CC.9-10.L.5.b. Analyze nuances in the meaning of words with similar denotations.</p> <p>CC.9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ol style="list-style-type: none"> 1. Discuss a world with no color. What would that world be like? How does color play into our world? 2. Why do we sugar coat things to people? Why don't we just tell it like it is? 	<ol style="list-style-type: none"> 1) What is the value of connotation and denotation in our English language? 2) Why is color imagery so important to the reader? 3) How would you analyze a character from <u>The Great Gatsby</u>, based on the student's observations of related color imagery? 	
Related Misconceptions			
<ul style="list-style-type: none"> • Students' Lexile ranges are all at high school level • Students are all on track for college 			

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> How to differentiate the meaning of words with similar definitions How to accurately use grade-appropriate academic and domain-specific vocabulary. Students will be able to identify symbolism 	<ul style="list-style-type: none"> Explore the concepts of connotation and denotation Research and discuss cultural connotations of colors Track color imagery in <u>The Great Gatsby</u> Analyze a character from <u>The Great Gatsby</u>, based on their observations of related color imagery

Assessment Evidence (Stage 2)

Performance Task Description	
Goal	Create a movie where color symbolizes various moods.
Role	Act and direct a short movie in which accurate information is presented.
Audience	Early high school students.
Situation	Students will present their short movie to the class for reflection and discussion.
Product/Performance	A completed short film that allows students to understand color imagery
Standards	Students' presentation will contain accurate information that relates to color imagery.

Other Evidence

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students will understand the meaning of symbolism through various languages and color meaning.
How will you hook students at the beginning of the unit?	A viewing of multiple, contemporary videos that show symbolism of color and language while having students assess what the colors or language mean. May be used as a pre/post assessment.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Students will create presentations that display their understanding of symbolism and differentiating meanings of multiple words.
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Students will be allowed to have peer revisions prior to the final presentations offering constructive criticism.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Provide students with a copy of the rubric prior to their presentations/ allow peers to offer anonymous grade sheets to compare the teacher's grades with class grades.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Learning plans will continually use multiple teaching techniques that include audio, visual, kinesthetic activities, reflection, partner work, and problem based questions.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Teaching the unit in chronological order and building upon prior concepts allowing students to self-discover

