



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

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UbD Curriculum Overview

Department	Special Education		
Course Name	Essential English 1 / LANGUAGE! Live (Level 2)		
Course Summary	LANGUAGE! Live is a blended literacy program that combines personalized, online foundational skills instruction with teacher-led, text-based lessons for students in grades 5–12. It is a reading intervention solution based on the Science of Reading and Structured Literacy approach. The program uses two main components: Word Training for foundational skills like phonics and spelling, and Text Training for reading comprehension, fluency, and grammar.		
Unit Name	Unit 1: Crime and Punishment		
Grade Level(s)	10	Time / Duration	Approximately 20 Class Sessions (10 Lessons + Independent work on L!L website)
Created (Date)	September, 2021	Revised (Date)	October, 2025

Standards Addressed

List all standards that will be addressed during the unit.

Writing/Sentence Structure

- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient



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facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Comprehension

- Standard - CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Vocabulary

- Standard - CC.1.2.9-10.J 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.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas

Reading:

- Determine and discuss the topic of a text.
- Determine and discuss the author's purpose.
- Use text features to preview text.
- Read an excerpt from a novel.
- Monitor comprehension during text reading.
- Make and verify predictions about what will happen next in a story.
- Establish a purpose for rereading literary text.
- Demonstrate an understanding of how to ask questions and answer them appropriately.
- Use complete sentences and text evidence to answer questions.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Read with purpose and understanding.
- Answer questions to demonstrate comprehension of text.
- Identify and explain explicit details from text.
- Monitor comprehension of text during reading.
- Demonstrate understanding of words by relating them to their synonyms.
- Connect pronouns to their antecedents.
- Identify the setting of a story.
- Determine how the setting affects the characters.
- Identify the protagonist and antagonist of a story.
- Answer questions to demonstrate comprehension of text.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.
- Compare text and film.
- Distinguish between features of literary and informational text.
- Establish a purpose for rereading informational text.
- Read informational text.
- Determine how each section of text contributes to the whole.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.
- Self-correct as comprehension of text deepens.

Vocabulary:

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary
- Review key passage vocabulary.

Grammar:

- Identify the purpose and function of nouns.
- Identify the purpose and function of pronouns.



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- Identify the purpose and function of verbs.
- Distinguish between action verbs and linking verbs.
- Use possessive nouns correctly.
- Identify the function and purpose of the apostrophe.
- Identify the function and purpose of verb tenses.
- Distinguish between past and present tense verbs.

Writing:

- Write simple sentences.
- Identify the structure of a sentence.
- Edit sentences for punctuation and capitalization.
- Self-correct as comprehension of text deepens.
- Use text to write coherent paragraphs in response to reading.
- Identify the setting of a story.
- Analyze character point of view.
- Write simple sentences.
- Identify the structure of a sentence.
- Identify the simple subject of a sentence.
- Identify the simple predicate of a sentence.
- Use subject-verb agreement in writing.
- Demonstrate an understanding of writing prompts.
- Orally retell key information from an informational text.
- Write a topic sentence.
- Use correct capitalization and quotation marks in titles.
- Write a summary.
- Use a rubric to guide and evaluate writing.

Transfer

Students will be able to independently use their learning to...

Critical Thinking and Comprehension: Students can understand, analyze, and summarize information from documents, news articles, instructions, or manuals in daily life.

Effective Communication: Students can clearly express ideas in writing and speech, supporting their points with evidence and logical reasoning.

Problem-Solving and Decision-Making: Students can evaluate information, make predictions, and self-correct when planning, budgeting, or completing tasks.

Vocabulary and Language Use: Students can interpret unfamiliar words, understand instructions, and communicate precisely in work or personal settings.

Grammar and Writing Mechanics: Students can write professional emails, fill



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	out forms, or create reports with correct grammar, punctuation, and structure. Collaboration and Discussion: Students can participate in group discussions, present ideas, and respond appropriately in social, work, or community contexts. Organizational and Summarization Skills: Students can summarize key information from meetings, readings, or events, aiding comprehension and memory in everyday life.
Meaning	<i>Students will understand that...</i> Critical thinking and comprehension: Students will understand that being able to analyze, summarize, and interpret information is essential for making informed choices and successfully navigating daily tasks. Effective communication: Students will understand that expressing ideas clearly, supporting them with evidence, and reasoning logically is crucial for being understood and influencing others. Problem-solving and decision-making: Students will understand that evaluating information, predicting outcomes, and self-correcting are necessary skills for completing tasks efficiently and overcoming challenges. Vocabulary and language use: Students will understand that knowing and accurately using words allows them to follow instructions, communicate effectively, and avoid misunderstandings. Grammar and writing mechanics: Students will understand that correct grammar, punctuation, and structure are essential for professional, academic, and personal communication. Collaboration and discussion: Students will understand that participating thoughtfully in discussions, presenting ideas, and responding appropriately is key for teamwork and social interactions. Organizational and summarization skills: Students will understand that summarizing and organizing information supports memory, comprehension, and the ability to act on important details in everyday life.
Essential Questions	<u>Lesson 1</u> Reading: • How do I determine the main topic of a text and explain it to others? • How can understanding the author's purpose help me make sense of a text? • How can I use text features to better understand and anticipate the content of a text?



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Vocabulary:

- How do I evaluate what I know about words and expand my vocabulary?
- How can I determine the meaning of unfamiliar words in a passage using context clues?

Reading (Comprehension & Prediction):

- How can I monitor my understanding while reading to ensure I comprehend the text?
- How do I make predictions about what will happen next, and how can I check if they are correct?
- How can reading excerpts from novels help me understand characters, plot, and themes?

Lesson 2

Vocabulary:

- How can reviewing key vocabulary help me understand and remember what I read?

Grammar:

- How do nouns, pronouns, and verbs function in a sentence to convey meaning?
- How can I tell the difference between action verbs and linking verbs, and why does it matter?

Writing:

- How can I write clear and complete sentences that communicate my ideas effectively?
- How does understanding sentence structure help me organize my writing?
- Why is it important to use punctuation and capitalization correctly when writing?

Lesson 3

Reading:

- Why is it important to have a purpose when rereading a text?
- How do asking and answering questions help me understand a text better?
- How can I use complete sentences and text evidence to clearly explain my ideas?
- How does critical thinking help me respond thoughtfully to prompts about what I read?

Why is supporting my answers with text evidence important for understanding and communication?

Lesson 4

Vocabulary:



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- How does reviewing key vocabulary help me understand what I read?
- How can I use synonyms to deepen my understanding of words and ideas in a text?

Reading:

- How does reading with purpose improve my understanding of a text?
- How do I identify and explain important details to show comprehension?
- Why is it important to monitor my understanding as I read?
- How do pronouns and their antecedents help me follow a story?
- How does the setting influence the characters and events in a story?
- How do I identify the protagonist and antagonist, and why does it matter for understanding the story?

Lesson 5

Vocabulary:

- How does reviewing key passage vocabulary help me understand and respond to a text?

Writing:

- How can I use what I understand from a text to write clear, coherent paragraphs?
- Why is it important to self-correct as my understanding of a text grows?
- How does identifying the setting help me interpret a story?
- How does analyzing a character's point of view affect my understanding of the story?

Reading:

- How do I answer questions to show my understanding of a text?
- How can participating in discussions help me think more deeply about what I read?
- How do I identify the big ideas or enduring understandings in a text?
- How can comparing a text to its film adaptation deepen my comprehension?

Lesson 6

Reading:

- How do I determine the topic of a text and explain its main idea?
- How can understanding the author's purpose change the way I read a text?
- How do text features help me preview and understand what I am about to read?
What are the differences between literary and informational texts, and why does that matter?
- How can I monitor my comprehension while reading informational text?
- How do I summarize a text to capture its most important ideas?



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Vocabulary:

- How does evaluating word knowledge help me understand what I read?
- How do I determine the meaning of key vocabulary in a passage?

Lesson 7

Vocabulary:

- How can reviewing key passage vocabulary help me better understand what I read?

Grammar:

- How do I use possessive nouns correctly in my writing?
- What is the purpose of the apostrophe, and how do I use it correctly?
- How do verb tenses affect meaning, and how do I distinguish between past and present tense verbs?

Writing:

- How do I write simple, complete sentences that clearly express my ideas?
- How can identifying the structure of a sentence help me improve my writing?
- What are subjects and predicates, and why is it important to identify them?
- How do I ensure subject-verb agreement in my writing?

Lesson 8

Reading:

- Why is it important to establish a purpose before rereading informational text?
- How can asking and answering questions improve my understanding of a text?
- How do complete sentences and text evidence strengthen my answers?
- How can I use critical thinking to respond thoughtfully to text-based prompts?
- Why is supporting my written answers with text evidence important?

Lesson 9

Vocabulary:

- How does reviewing key passage vocabulary help me understand a text better?

Reading:

- How can I read informational text with purpose and understanding?
- How do I use questions to demonstrate my comprehension of a text?
- Why is it important to identify and explain explicit details from a text?
- How can monitoring my comprehension improve my reading?



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- How does each section of a text contribute to the overall meaning?

Lesson 10

Vocabulary:

- How can I use context to understand and remember key vocabulary?
- Why is reviewing vocabulary important for understanding texts?

Writing:

- How do I identify and respond effectively to a writing prompt?
- How can I organize key information from a text into a clear topic sentence or summary?
- Why is proper capitalization and punctuation important in writing?
- How can a rubric help me improve and evaluate my writing?
- How can I orally summarize information to communicate clearly?

Reading:

- How do I use evidence from a text to answer questions and support my ideas?
- Why is participating in class discussions important for understanding a text?
- How can I identify the main ideas or enduring understandings in a text?
- How can I self-correct to improve comprehension as I read?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

Reading:

- Students will know how to determine the topic and main idea of a text.
- Students will know how to identify the author's purpose and use it to guide understanding.
- Students will know how to use text features to preview and understand texts.
- Students will know the differences between literary and informational texts and how to approach each.
- Students will know how to monitor comprehension, make predictions, and self-correct while reading.
- Students will know how to identify key details, the setting, characters, protagonist, and antagonist.
- Students will know how to ask and answer questions using complete sentences and text evidence.
- Students will know how to summarize texts and identify enduring understandings or big ideas.



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- Students will know how to compare texts with other media (e.g., film adaptations) to deepen comprehension.
- Students will know how to read with purpose and understanding, recognizing how sections contribute to the whole.

Vocabulary:

- Students will know how to evaluate and review key passage vocabulary.
- Students will know how to determine the meaning of unfamiliar words using context clues and synonyms.
- Students will know how to apply vocabulary knowledge to support comprehension and communication.

Grammar:

- Students will know the purpose and function of nouns, pronouns, and verbs.
- Students will know how to distinguish between action and linking verbs.
- Students will know how to use possessive nouns, apostrophes, and correct verb tenses.
- Students will know how to identify sentence components, including subjects and predicates, and apply subject-verb agreement.

Writing:

- Students will know how to write simple, complete sentences and coherent paragraphs.
- Students will know how to respond effectively to writing prompts.
- Students will know how to organize writing using topic sentences, summaries, and supporting evidence.
- Students will know how to apply proper punctuation, capitalization, and quotation marks.
- Students will know how to self-correct and use rubrics to evaluate and improve their writing.
- Students will know how to orally summarize key information from texts.

Skills

Students will be skilled at (be able to do)...

Reading:

- Students will be skilled at identifying the topic and main idea of a text.
- Students will be able to determine the author's purpose and use it to guide their understanding.
- Students will be skilled at using text features to preview and make sense of a text.
- Students will be able to distinguish between literary and informational texts and adapt their reading strategies accordingly.
- Students will be skilled at monitoring their comprehension, making predictions, and self-correcting while reading.
- Students will be able to identify key details, the setting, and main characters, including the protagonist and antagonist.



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- Students will be skilled at asking and answering questions using complete sentences supported by text evidence.
- Students will be able to summarize texts and identify big ideas or enduring understandings.
- Students will be skilled at comparing texts with other media, such as film adaptations, to enhance comprehension.
- Students will be able to read with purpose and understanding, recognizing how each section contributes to the whole.

Vocabulary:

- Students will be skilled at evaluating and reviewing key passage vocabulary.
- Students will be able to determine the meaning of unfamiliar words using context clues and synonyms.
- Students will be skilled at applying vocabulary knowledge to support comprehension and effective communication.

Grammar:

- Students will be able to identify the purpose and function of nouns, pronouns, and verbs in sentences.
- Students will be skilled at distinguishing between action verbs and linking verbs.
- Students will be able to use possessive nouns, apostrophes, and correct verb tenses accurately.
- Students will be skilled at identifying sentence components, including subjects and predicates, and applying subject-verb agreement.

Writing:

- Students will be able to write clear, complete sentences and coherent paragraphs.
- Students will be skilled at responding effectively to writing prompts.
- Students will be able to organize writing using topic sentences, summaries, and supporting evidence.
- Students will be skilled at applying proper punctuation, capitalization, and quotation marks in their writing.
- Students will be able to self-correct their work and use rubrics to evaluate and improve their writing.
- Students will be skilled at orally summarizing key information from texts.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative: • Teacher Observation	Performance Task(s) / Think: • Completion of Lesson Assignments and



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- Lesson Assignments (eBook pages)
- Online Word Training Activities (see below)
- Online Text Training Activities (see below)

LANGUAGE! Live Website Activities:

Word Training

Lesson 1

- Independent Reading

Tutorials:

- Review Consonants and Vowels
- Short Vowels

Decoding Activities:

- Word List
- Blend and Read Words
- Read Sentences
- Listen and Identify

Encoding Activities:

- Sentence Completion with Spelling
- Syllabification

Lesson 2

- Independent Reading

Tutorials:

- Closed Syllables
- Floss Rule
- Digraphs

Decoding Activities:

- Word List
- Blend and Read Words
- Listen and Identify
- Sentence Completion
- Sort

Encoding Activities:

- Sentence Completion with Spelling
- Syllabification

Lesson 3

- Independent Reading

Tutorials:

- Grapheme X
- Plural -s and -es
- Inflectional Ending -ing
- Inflectional Ending -s and -ed

Assessments

- Completion of Fluency Sessions with Teacher
- Completion of Online Activities

Other Evidence:

- LANGUAGE! Live Online Initial Assessment Data
- Group Reading and Diagnostic Evaluation (GRADE) Assessment Data
- San Diego Quick Assessment of Reading Data
- Study Island Literature Benchmark Assessments



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Decoding Activities:

- Word List
- Blend and Read Words
- Read sentences
- Sentence Completion

Encoding Activities:

- Sentence Dictation
- Word Construction

Lesson 4

- Independent Reading

Tutorials:

- Long vowels
- VCe Pattern
- VCe Demonstration
- Difference Between /u/ and /yu/
- Other Spellings for /u/

Decoding Activities:

- Word List
- Blend and Read Words
- List and Identify
- Sentence Completion
- Sort

Encoding Activities:

- Sentence Completion with Spelling
- Syllabification

Text Training

Practice Activities

- Video (Crime and Punishment)
- Holes
- The Science of Catching Criminals
- Nouns and Verbs
- Action and Linking Verbs
- Singular and Plural Nouns
- Past and Present Tense Verbs
- Pronouns
- Inflectional Endings
- Correcting Punctuation and Capitalization
- Vocabulary
- Short Vowels
- Digraphs
- VCe Words
- Long Vowels

Content Mastery:



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- Nouns and Verbs
 - Past and Present Tense Verbs
- Vocabulary Checkpoint:
- Vocabulary Checkpoint 1
 - Vocabulary Checkpoint 2
- Formative Assessment:
- Unit 1 Formative Assessment A and B
 - Online Benchmark Assessments (3x year)

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

Lesson Plans 1-10

Lesson 1:

Reading

1. Teacher introduces the unit and explains what is an informational text and how to preview a text.
2. Teacher and students preview text "Interesting Insects" with focus on text features: title, headings, pictures, captions, bold text, highlighted text, and marginal information.
3. Students answer pre-reading questions (Big Ideas)

Vocabulary

1. Teacher introduces Key Passage Vocabulary words; Reading only the word. [connect, vision, sonar, colony, danger, interfere, ignorance, negligence]
2. Students rate themselves on a 0-3 scale with 3= know and can use correctly, 2=familiar but not sure of the meaning, 1=heard the word but cannot use correctly, and 0= cannot pronounce and/or never heard of the word.
3. Teacher pre-teaches Key Passage Vocabulary words explaining definitions, examples, and questions containing the words.
4. Students can go back and complete definition and photo columns.

Reading

1. Teacher previews the passage "Interesting Insects" with emphasis on text features: title, headings, pictures, captions, bold text, highlighted text, and marginal information.
2. Teacher reads text out loud while students follow along one paragraph at a time. Purpose: Form an opinion about the relationship between bats and humans.

Lesson 2:

Vocabulary

1. Teacher discusses multiple meaning words.
2. Teacher and students complete the Multiple Meaning Map graphic organizer showing multiple meanings for the word "stick" and write sentences containing the word "stick" matching each different meaning.

Grammar



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1. Teacher explains grammar is the understanding of how words function and relate to one another within sentences. Sentences have a naming part and a doing part. The naming part tells who or what the sentence is about. [noun] The doing part tells about the action or what is happening. [verb]
2. Students will identify the naming parts [nouns] and the doing parts [verbs] within sentences.
3. Students will identify the naming parts [nouns] in a paragraph and sort them into columns based on "who" and "what".

Writing

1. Teacher will discuss the importance of punctuation.
2. Students will identify punctuation marks and capital letters in sentences.
3. Students will add punctuation marks and capital letters in a paragraph (without punctuation and capitalization).

Lesson 3:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary.
2. Teacher will discuss categorizing words to deepen meaning.
3. Students will categorize a list of words based on living things, actions, and things that are flat.

Grammar

1. Teacher will review nouns and verbs and identifying verbs in sentences.
2. Students will identify verbs in sentences and then categorize the verbs based on verbs that can be seen vs. not seen.

Reading

1. Teacher will discuss question words [who, what, when, where] and why it is critical to understand what the question is asking and how to answer the question.
2. Students will use pictures to ask relevant questions about the picture.

Lesson 4:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read phrases and teacher will mark errors to generate a score.

Grammar

1. Teacher will review nouns and verbs.
2. Students will identify nouns and verbs in phrases.

Reading

1. Teacher will discuss sentence morphs and how when words are grouped in meaningful chunks/phrases, it allows you to read with rhythm and aids comprehension.
2. Teacher and students will practice reading sentences broken into phrases to establish rhythm.
3. (optional) Students will work in pairs reading sentences with rhythm playing Tic-Tac-Toe.

Lesson 5:

Vocabulary

1. Teacher will review the key passage vocabulary and identify examples of each word to clarify its meaning.



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Reading

1. Teacher will discuss question words [is, are, do, does] and why it is critical to understand what the question is asking and how to answer the question.
2. Teacher will discuss question words [is, are, do, does] and why it is critical to understand what the question is asking and how to answer the question.
3. Teacher and students will reread the passage "Batty About Bats" from start to finish. Purpose: Finding answers to specific questions about the text.
4. Students will use question words to write a question for each section of the passage.
5. Students will answer passage comprehension questions using a sentence frame. Students will identify the question word in each question. Students will respond in complete sentences using evidence from the text. Students will indicate the part of the answer that replaces the question word.

Lesson 6:

Writing

1. Teacher will dictate 12 *short i* and *short a* words and the student will independently write the words.

Vocabulary

2. Teacher will discuss using context clues and aspects/attributes/categories of an unknown word within a sentence to determine a possible meaning.
3. Students will determine meanings of unknown words by determining the word category and at least one attribute. Students will then create a definition based on the category and attribute.

Writing

1. Teacher will discuss Masterpiece Sentences: Stage 1 "Preparing the Canvas". This stage helps us remember that all sentences have a noun and a verb. Choose a noun for the subject and a verb for the predicate.
2. Students will use photos to answer the "What did it?" [noun] and "What did it do?" [verb] questions then create a Stage 1 Masterpiece Sentence for each picture.

Lesson 7:

Reading:

1. Teacher will review text features.
2. Students will use highlighter/symbols to correctly follow instructions and mark up the text features. Ex. Draw a rectangle around the title, highlight each vocabulary word, etc.
3. Teacher and students will reread the passage "Batty About Bats" one paragraph at a time. Purpose: Highlighting specific information in the text to improve vocabulary and increase comprehension.
4. Students will monitor understanding by circling the checkmark or question mark symbol. Students will draw question marks over confusing words, phrases, or sentences.
5. Teacher will ask comprehension questions and direct students to mark the text accordingly.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary words.
2. Teacher will explain how to use a Four-Square Graphic Organizer including a word and it's synonyms, antonyms, and examples.

Reading

1. Teacher will discuss how sorting groups of words and determining a category name relates to sorting key details in a paragraph or passage to identify the main idea.
2. Students will identify one sentence from a group of sentences as the main idea.

Writing

1. Teacher and students will create a main idea sentence when provided with key detail sentences.



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2. Students will create main idea sentences from sentence starters when provided with key detail sentences.

Lesson 8:

Writing

1. (optional) Students will play Tic Tac Toe with a partner to build masterpiece sentences.

Reading

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score. Score results will be compared to results from Lesson 2.
2. Teacher will discuss how sorting groups of words and determining a category name relates to sorting key details in a paragraph or passage to identify the main idea.
3. Students will identify one sentence from a group of sentences as the main idea.

Writing

1. Teacher and students will create a main idea sentence when provided with key detail sentences.
2. Students will create main idea sentences from sentence starters when provided with key detail sentences.

Lesson 9:

Vocabulary

3. Teacher and students will review Key Passage Vocabulary words.
4. Teacher will explain how to use a Four-Square Graphic Organizer including a word and it's synonyms, antonyms, and examples.

Grammar

1. Teacher will review nouns and verbs.
2. Students will identify nouns and verbs in their completed Masterpiece Sentences.
3. Teacher will discuss diagramming sentences based on nouns [what did it?] and verbs [what did it do?].
4. Students will fill in sentence diagrams based on photos answering the questions "What did it? [noun] and "What did it do?" [verb] to make Masterpiece Sentences.

Reading

1. Teacher will discuss the structure of informational text. [organized information; main ideas/key details].
2. Teacher and students will reread the passage "Interesting Insects" in sections. Purpose: Advanced thinking; focus on main idea and detail.
3. Students will highlight while reading: main ideas green and key details yellow.

Lesson 10:

Writing

1. Teacher will introduce Blueprint for Writing: A passage is like a house; topic=floor/foundation, walls=ideas, pictures=key details, examples, explanations, and evidence, roof=conclusion. Provide example of well known story/movie [Tangled/Rapunzel].
2. Students will use highlighting from Lesson 8 to create Blueprint for Writing for "Interesting Insects".
3. Teacher will review topic sentences.
4. Teacher will introduce IVF Topic Sentences to write a summary: I=item that is being summarized. Titles of articles or reports need to be put in quotation marks. V=verb in the topic sentence. A verb



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such as tells, describes, or explains is effective for a topic sentence for a summary paragraph. F=finish the thought. There are different ways to finish a thought in a topic sentence. The important thing to remember is to give an overview without providing specific details.

5. Students will complete an IVF summary sentence identifying the item, verb, and finished thought using the "Interesting Insects" Blueprint for Writing.
6. Teacher will discuss summaries and how to use the Blueprint for Writing to write a summary paragraph beginning with the IVF topic sentence..
7. Teacher and students will review Key Passage Vocabulary words.
8. Students will complete a cloze activity, reading a paragraph and filling in the blank using the key passage vocabulary from the word bank correctly.

Grammar

1. Teacher and students will review nouns and verbs.
2. Students will identify nouns and verbs in sentences.

Reading

1. Students will rearrange sentences about the passage "Interesting Insects" into main ideas and key details for each of the 4 sections of the text.
2. Teacher and students reflect on Unit 1 Big Ideas and discuss author's purpose.

Resources

- LANGUAGE! Live Curriculum Student Workbook/eBook
- LANGUAGE! Live Curriculum Student Website: Word Training and Text Training

Lesson 1:

Reading

(eBook pg 1&2)

Vocabulary

(eBook pg 3)

Reading

(eBook pg 4-5)

Lesson 2:

Vocabulary

(eBook pg 6)

Grammar

(eBook pg 7-8)

Writing

(eBook pg 9)

Lesson 3:

Reading (Fluency)

(eBook pg 10)

Vocabulary

(eBook pg 3 & 11)

Grammar

(eBook pg 12 & 13)

Reading

(eBook pg 14 & 15)



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Lesson 4:

Reading (Fluency)

(eBook pg 16)

Reading

(eBook pg 17 & 18)

Lesson 5:

Reading

(eBook pg 19)

Writing

(eBook pg 20)

Vocabulary

(eBook pg 21)

Writing

(eBook pg 22 & 23)

Lesson 6:

Writing

(eBook pg 24 & 25)

Lesson 7:

Reading

(eBook pg 27 & 28)

Lesson 8:

Reading (Fluency)

(eBook pg 29)

Reading

(eBook pg 30 & 31)

Writing

(eBook pg 32)

Lesson 9:

Vocabulary

(eBook pg 33)

Grammar

(eBook pg 34)

Reading

(eBook pg 35, 36, 37)

Lesson 10:

Writing

(eBook pg 38)

Reading

(eBook pg 39)

UbD Curriculum Overview

Department

Special Education



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Course Name	Essential English 1 / LANGUAGE! Live (Level 1)		
Course Summary	LANGUAGE! Live blends personalized, online learning with teacher directed instruction to empower struggling learners to close the learning gap between themselves and their peers. The learning progression in LANGUAGE! Live improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills. The flexible program allows students in grades 4-12 to move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in their teacher-directed instruction.		
Unit Name	Unit 2: Africa Digs Unit 2: Paleontology: Africa		
Grade Level(s)	10	Time / Duration	Approximately 20 Class Sessions (10 Lessons + Independent work on L!L website)
Created (Date)	September, 2021	Revised (Date)	August 21, 2024

Standards Addressed

List all standards that will be addressed during the unit.

Writing/Sentence Structure

- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of



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techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Comprehension

- Standard - CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Vocabulary

- Standard - CC.1.2.9-10.J 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.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

Grammar

- Nouns can be altered to different forms for different purposes [singular, plural, and singular possessive nouns].

Writing/Sentence Structure

- Writing with basic structure [subject, predicate, direct object] is important to aid in written expression and overall understanding.
- Basic punctuation is critical when writing sentences and paragraphs to separate thoughts and ideas.
- Proper paragraph structure includes a topic sentence, supporting details, transition words, elaboration, and conclusion.

Comprehension

- Knowing the author's purpose will aid in reading comprehension.
- Previewing text features prior to reading will promote understanding.
- Main idea and key details are essential elements of paragraphs that promote .



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	- Implementing questioning techniques while reading will help determine the purpose of a sentence. - Locating and using textual evidence when responding to questions is essential. - Acquiring note taking skills will aid in comprehension across all learning environments. - Improving reading fluency directly improves reading comprehension. Vocabulary - Key passage vocabulary and meanings are essential to reading comprehension. - Context clues as well as categories and attributes can help determine the meaning of unknown words. - Consulting reference materials to clarify the precise meaning of words may be necessary. - Using key passage vocabulary words correctly in sentences can be a way to demonstrate understanding..
Transfer	<i>Students will be able to independently use their learning to...</i> - Effectively communicate through basic writing using proper grammar and conventions. - Read basic text with fluency, purpose, and comprehension.
Meaning	<i>Students will understand that...</i> - Effectively communicating through basic writing using proper grammar and conventions is a necessary postsecondary, employment, and independent living skill. - Reading and responding to basic text with fluency, purpose, and comprehension is a necessary postsecondary, employment, and independent living skill.
Essential Questions	<u>Lesson 1:</u> Reading How does identifying the topic and author's purpose help me understand a text? How can building background knowledge and recognizing text features enhance my reading experience? How does discussing a text with others deepen my understanding and help me see different perspectives? Vocabulary How does evaluating word knowledge help me understand and use new vocabulary? Why is it important to determine the meaning of key vocabulary in a text? How can answering questions help me acquire and remember new vocabulary? Reading How does previewing a text help me understand what I will read? Why is it important to ask and answer questions to understand a text better?



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How can making and confirming predictions improve my reading comprehension?

Lesson 2:

Vocabulary

How can understanding multiple meanings of words like "dig" and "log" help me use them correctly?

Why is it important to use new words in sentences to demonstrate understanding?

Grammar

How can identifying and categorizing plural nouns help me understand how they function in a sentence?

Why is it important to differentiate between singular and plural nouns in writing?

How do articles help clarify meaning when used correctly with nouns?

Writing

How do understanding the basic parts of a sentence help me write clearly?

Why is proper capitalization and punctuation important in making my writing clear and correct?

How does recognizing different sentence types improve my ability to communicate effectively?

Lesson 3:

Reading

How does reading words fluently help me understand and enjoy a text more easily?

Vocabulary

How does acquiring and using new vocabulary help me communicate more clearly?

Why is it important to understand antonyms when expanding my vocabulary?

Grammar

How does identifying singular possessive nouns help me show ownership or relationships in writing?

Reading

How does asking and answering questions help me better understand and engage with a text?

Why is it important to understand the overall structure of a text to improve comprehension?

Lesson 4:

Reading

How does reading phrases fluently help me understand and enjoy text more easily?

Grammar

How does identifying singular, plural, and singular possessive nouns help me understand their role in sentences?

Why is it important to use plural and singular possessive nouns correctly in



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sentences?

Reading

How does reading phrases fluently support my understanding of the text?

Why is generating specific questions, like "how" and "why," important for deepening comprehension?

Lesson 5:

Vocabulary

How does acquiring and using new vocabulary accurately help me communicate more effectively?

Reading

How does writing questions about a text help me deepen my understanding of it?

Why is responding to questions orally important for improving comprehension?

How do referring to details and examples from a text help me answer questions accurately?

Lesson 6:

Writing

How does understanding spelling-sound correspondence for sounds like /k/, /s/, and /l/ help me spell words correctly?

Why is it important to know the spelling-sound correspondence for plurals when writing?

How does demonstrating proficiency in handwriting improve my ability to communicate clearly in writing?

Vocabulary

How does sorting words into categories help me understand their meanings and relationships?

Why is it important to define words using categories and attributes to clarify their meaning?

How can using context help me determine the meaning of unfamiliar words?

Why is it helpful to consult reference materials when I need to clarify the meaning of a word?

Writing

How does understanding how to create basic sentences help me communicate clearly?

Why is writing simple sentences important for expressing ideas effectively?

Lesson 7:

Reading

How does reviewing key vocabulary help me understand a text better?

Why is it important to read with purpose and focus to grasp the main ideas and details?

How can identifying explicit details and using context help me determine the meaning of words and phrases in a text?



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Lesson 8:

Reading

How does reading words fluently improve my overall understanding of a text?
Why is understanding basic sentence structure important for clear communication?

Vocabulary

How does making connections among words help me increase my understanding of a text?

Writing

How does understanding the basic structure of a paragraph help me organize my ideas clearly?

Why is identifying the main idea important for understanding and writing about a text?

How does writing a clear topic sentence help me start an explanatory paragraph effectively?

How does understanding sentence structure help me create clear and meaningful sentences?

Why is responding to questions orally important for communicating and deepening my understanding?

Lesson 9:

Vocabulary

How does clarifying the meaning of key vocabulary help me understand a text better?

Why is relating a word to examples and antonyms important for demonstrating understanding?

Grammar

How does identifying subjects, predicates, and direct objects help me understand sentence structure?

Why is diagramming sentences useful for understanding how different parts of a sentence function?

How does understanding the function of singular, plural, and singular possessive nouns help me use them correctly in sentences?

Why is it important to use singular, plural, and singular possessive nouns correctly in sentences?

Writing

How does using a text's structure help me organize information effectively when writing?

Lesson 10:

Writing

How does summarizing notes help me remember and organize key information?

Why is orally retelling key information important for understanding and sharing what I've learned?

How does writing a clear topic sentence help me start an explanatory



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paragraph?

Why is it important to include supporting details, transitions, and elaborations in an explanatory paragraph?

How does demonstrating proficiency in handwriting improve my ability to communicate clearly in writing?

Reading

How does discussing the main idea and key details from an informational text help me understand it better?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

Reading Comprehension

- Students will know how identifying the topic and author's purpose helps them understand a text.
- Students will know how building background knowledge and recognizing text features enhance their reading experience.
- Students will know how discussing a text with others deepens their understanding and helps them see different perspectives.
- Students will know how reviewing key vocabulary improves their understanding of a text.
- Students will know how asking and answering questions helps them better understand and engage with a text.
- Students will know how making and confirming predictions improves their reading comprehension.
- Students will know how identifying and using the context of a text helps them determine the meaning of words and phrases.

Grammar

- Students will know how identifying subjects, predicates, and direct objects helps them understand sentence structure.
- Students will know how diagramming sentences helps them understand the function of different parts of a sentence.
- Students will know how understanding singular, plural, and singular possessive nouns helps them use them correctly in sentences.
- Students will know how using articles with singular and plural nouns clarifies meaning in sentences.
- Students will know how identifying and categorizing plural nouns helps them understand their role in a sentence.
- Students will know how recognizing different sentence types helps them



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communicate effectively.

Vocabulary

- Students will know how understanding spelling-sound correspondence helps them spell words correctly.
- Students will know how identifying antonyms helps them expand their vocabulary and understanding of words.
- Students will know how making connections among words increases their understanding of vocabulary.
- Students will know how clarifying the meaning of key vocabulary helps them understand a text better.
- Students will know how generating specific questions like "how" and "why" deepens their understanding of vocabulary.

Writing

- Students will know how understanding the basic structure of a paragraph helps them organize their ideas clearly.
- Students will know how writing a clear topic sentence helps them start an explanatory paragraph.
- Students will know how including supporting details, transitions, and elaborations makes an explanatory paragraph stronger.
- Students will know how understanding sentence structure helps them create clear and meaningful sentences.
- Students will know how summarizing notes helps them organize and remember key information.
- Students will know how orally retelling key information helps them understand and share what they've learned.
- Students will know how using a text's structure helps them organize information effectively when writing.
- Students will know how demonstrating proficiency in handwriting improves their ability to communicate clearly in writing.

Skills

Students will be skilled at (be able to do)...

Reading Comprehension

- Students will be able to identify the topic and author's purpose to understand a text.
- Students will be able to build background knowledge and recognize text features to enhance their reading experience.
- Students will be able to discuss a text with others to deepen their understanding and gain different perspectives.
- Students will be able to review key vocabulary to improve their understanding of a text.
- Students will be able to ask and answer questions to engage with a text and improve comprehension.



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- Students will be able to make and confirm predictions to improve their reading comprehension.
- Students will be able to use context to determine the meaning of words and phrases in a text.

Grammar

- Students will be able to identify subjects, predicates, and direct objects to understand sentence structure.
- Students will be able to diagram sentences to understand the function of different parts of a sentence.
- Students will be able to use singular, plural, and singular possessive nouns correctly in sentences.
- Students will be able to use articles with singular and plural nouns to clarify meaning in sentences.
- Students will be able to identify and categorize plural nouns to understand their role in sentences.
- Students will be able to recognize and use different sentence types to communicate effectively.

Vocabulary

- Students will be able to understand spelling-sound correspondence to spell words correctly.
- Students will be able to identify antonyms to expand their vocabulary and understanding of words.
- Students will be able to make connections among words to increase their vocabulary understanding.
- Students will be able to clarify the meaning of key vocabulary to understand a text better.
- Students will be able to generate specific questions, such as "how" and "why," to deepen their vocabulary understanding.

Writing

- Students will be able to understand the basic structure of a paragraph to organize their ideas clearly.
- Students will be able to write a clear topic sentence to start an explanatory paragraph.
- Students will be able to include supporting details, transitions, and elaborations to strengthen an explanatory paragraph.
- Students will be able to understand sentence structure to create clear and meaningful sentences.
- Students will be able to summarize notes to organize and remember key information.
- Students will be able to orally retell key information to understand and share what they've learned.



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- Students will be able to use a text's structure to organize information effectively when writing.
- Students will be able to demonstrate proficiency in handwriting to communicate clearly in writing.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative: • Teacher Observation • Lesson Assignments (eBook pages) • Fluency Tracking • Online Word Training Activities (see below) • Online Text Training Activities (see below) <u>LANGUAGE! Live Website Activities</u> Word Study • Blend, read, and spell words with... -single-letter consonants g, w, d, h, y, z, and x -short vowels /u/ -plural -s -letter combination -ck -CVC pattern • Map phonemes to graphemes • Sort words by meaning • Complete cloze sentences • Spell isolated syllables • Change onset for a rime • Hear and identify single-syllable words • Read decodable phrases • Dictate sentences Grammar Practice • Plural -s and Possessive Nouns • Singular possessives • Direct objects • Antonyms Passage Quiz Complete a passage quiz with the following question types: main idea, inferences, cause and effect,	Performance Task(s) / Think: • Completion of Lesson Assignments and Assessments • Completion of Fluency Sessions with Teacher • Completion of Online Activities Other Evidence: • LANGUAGE! Live Online Initial Assessment Data • Group Reading and Diagnostic Evaluation (GRADE) Assessment Data • San Diego Quick Assessment of Reading Data • Study Island Literature Benchmark Assessments • Study Island Lesson Scores



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sequencing, question words, text features, multiple-meaning words, and antonyms.

Summative:

- End of Unit Formal Assessment (see below)
- Online L!L Benchmark Assessments (3x year)

End of Unit ASSESSMENT: Grammar

(Level 1 Formative Assessment A and B or Content Mastery Activity on website)

Students will complete Plural -s, Singular Possessive, and Direct Objects multiple choice assessment.

End of Unit ASSESSMENT: Vocabulary

(Level 1 Formative Assessment A and B or Content Mastery Activity on website)

Students will complete antonyms multiple choice assessment.

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

Lesson Plans 1-10:

Lesson 1:

Reading

1. Teacher introduces the unit and explains what is an informational text and how to preview a text.
2. Teacher reviews background information on Africa, Map of Africa in relation to the US, Paleontology/Paleontologists, dinosaurs, and fossils and shows related informational video clip.
3. Teacher and students discuss the Big Ideas for the unit and students answer pre-reading questions based on prior knowledge.

Vocabulary

1. Teacher introduces Key Passage Vocabulary words; Reading only the word. [desert, emerge, pulley, port, precise, create, fragile, display]
2. Students rate themselves on a 0-3 scale with 3= know and can use correctly, 2=familiar but not sure of the meaning, 1=heard the word but cannot use correctly, and 0= cannot pronounce and/or never heard of the word.



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3. Teacher pre-teaches Key Passage Vocabulary words explaining definitions, examples, and questions containing the words.
4. Students can go back and complete definition and photo columns.

Reading

1. Teacher and students preview text "Africa Digs" with focus on text features: title, headings, pictures, captions, bold text, highlighted text, and marginal information.
2. Teacher reads text out loud while students follow along one paragraph at a time. Purpose: To confirm answers to the big ideas.

Lesson 2:

Vocabulary

1. Teacher discusses multiple meaning words.
2. Teacher will review synonyms [words that mean the same] and antonyms [words that mean the opposite].
3. Teacher and students complete the Multiple Meaning Map graphic organizer showing multiple meanings for the word "dig" and write sentences containing the word "dig" matching each different meaning.
4. Students independently complete the Multiple Meaning Map graphic organizer showing multiple meanings for the word "log" and write sentences containing the word "log" matching each different meaning.

Grammar

1. Teacher reviews nouns [the naming part of the sentence that answers who or what] from Unit 1.
2. Teacher introduces singular [one] and plural [more than one] nouns. Singular nouns can be made plural by adding an "s".
3. Students will identify plural nouns in sentences then sort the nouns into columns based on the question they answer [who or what]. Students will then practice changing nouns from singular to plural and vice versa.

Writing

1. Teacher discusses writing sentences as complete thoughts and knowing the difference between phrases and sentences. Must be able to answer both questions: [Who or what did it? and What did it do?] Complete sentences include a capital letter at the beginning and a punctuation mark at the end.
2. Students will practice differentiating between complete sentences and phrases and identifying complete sentences. Students will also practice adding capital letters and punctuation marks to a paragraph to separate complete sentences.

Lesson 3:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary.
2. Teacher will discuss how words connect and relate to each other to improve vocabulary and comprehension. [synonyms and antonyms]
3. Students will practice identifying antonyms.

Grammar

1. Teacher will review singular and plural nouns and how to change a word from singular to plural and



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vice versa

2. Students will identify possessive nouns in sentences and draw arrows to show ownership.

Reading

1. Teacher will review identifying question words and how to ask/answer questions correctly utilizing the chart as needed.
2. Teacher will introduce the question words “how” and “why” and provide examples of how to correctly answer their questions.
3. Students will read a passage and answer corresponding comprehension questions focusing on answering the question correctly utilizing the chart and information from the text.

Lesson 4:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read phrases and teacher will mark errors to generate a score.

Grammar

1. Students will identify singular, plural, and singular possessive nouns in sentences then sort the nouns into categories [singular, plural, and singular possessive]. Students will then choose the correct form of nouns to complete sentences.

Reading

1. Teacher will discuss sentence morphs and how when words are grouped in meaningful chunks/phrases, it allows you to read with rhythm and aids comprehension.
2. Teacher and students will practice reading sentences broken into phrases to establish rhythm.
3. Teacher will review “how” and “why” questions and answers.
4. Students will use clues in photographs to ask applicable “how” and “why” questions for each photo.

Lesson 5:

Reading

1. Teacher will review the Question Words chart and how to use it to correctly answer different types of questions.
2. Teacher and students will reread the passage “Africa Digs” from start to finish. Purpose: Asking and answering questions.
3. Students will use question words to write a question for each section of the passage.
4. Students will answer comprehension questions about “Africa Digs” utilizing the Question Word chart to correctly write answers in complete sentences.

Lesson 6:

Vocabulary

1. Teacher will discuss determining a definition of a word by thinking about categories and attributes of a word [appearance, qualities, parts, features, etc.].
2. Students will use categories and attribute of words to create sentence definitions for each word.

Writing

1. Teacher will review Masterpiece Sentences: Stage 1 “Preparing the Canvas”. This stage helps us remember that all sentences have a noun and a verb. Choose a noun for the subject and a verb for the predicate.
2. Teacher will discuss Masterpiece Sentences: Stage 2 “Paint Your Predicate”. This stage gives the opportunity to give more detail and tell more about what happened ...When? Where? How?



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3. Teacher will discuss Direct Objects. It answers the question “what did they do it to?”
4. Students will review complete sentences and identify the subject, predicate, and direct object.

Lesson 7:

Reading

1. Teacher will review using text features to promote comprehension.
2. Students will use highlighter/symbols to correctly follow instructions and mark up the text features.
Ex. Draw a rectangle around the title, highlight each vocabulary word, etc.
3. Teacher and students will reread the passage “Africa Digs” one paragraph at a time. Purpose: reading closely to highlight specific information in the text to improve vocabulary and increase reading comprehension.

Lesson 8:

Reading

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score. Score results will be compared to results from Lesson 3.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary words.
2. Students will complete the semantic map, making connections to the word scientist by generating other words related to the word.

Writing

1. The teacher will discuss the structure of a paragraph [topic sentence, supporting details, transition words, elaboration, and conclusion]
2. Students will read a passage and identify the 5 key elements of a paragraph [topic sentence, supporting details, transition words, elaboration, and conclusion]

Lesson 9:

Vocabulary

1. Teacher and students will review Key Passage Vocabulary words.
2. Teacher will review how to use a Four-Square Graphic Organizer including a word and it’s synonyms, antonyms, and examples.
3. Students will complete a Four-Square Graphic Organizer for the word fragile.
4. Teacher will explain how to use a Semantic Map Graphic Organizer.
5. Students will complete a Semantic Map Graphic Organizer for the word scientist.

Grammar:

1. Teacher will review expanding sentences by adding more detail to answer the questions “who or what did it” [subject], “what did they do” [predicate], and “what did they do it to” [direct object].
2. Teacher will use note cards with assorted subjects and predicates to form sentences and then expand the sentences by creating and adding direct objects.
3. Teacher will discuss diagramming sentences as a graphic organizer to “see” the relationships between words within sentences and better understand the sentence.
4. Students will fill in the Diagramming Subject Predicate Direct Object Graphic Organizer with the provided sentences being sure to put the correct word(s) in the correct spaces with the question hints for subject, predicate, and direct object.

Writing



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1. Teacher and students will re-read the story "Africa Digs" one section at a time with a close emphasis on sequence of events within the text.
2. Students will identify and record a sequence of events from the story (in note form) in a logbook in the order in which they happened. Students will write log entries in note taking, phrase format being sure to begin each entry with an action verb to show how the event took place over a period of time.

Lesson 10:

Writing

1. Teacher will discuss how to dissect a writing prompt, specifically the prompt: Identify the main phases in the dig for Jobaria.
2. Students will review logbook notes with a partner by using their own words to identify and describe the phases and steps of the text.
3. Teacher will discuss a new type of topic sentence: number topic sentence. Number topic sentences have 2 parts: first it identifies the topic, and then it requires a number word that tells how many supporting details will be included in the paragraph.
4. Students will practice reading number topic sentences and identifying the topic and the number word. Then, students will practice writing number topic sentences based on given topics and supporting details.
5. Teacher and students will use logbook notes to develop an explanatory paragraph including a [number] topic sentence, supporting details, transitions, elaborations, and conclusion.

Resources

- LANGUAGE! Live Curriculum Student Workbook/eBook
- LANGUAGE! Live Curriculum Student Website: Word Training and Text Training

Lesson 1:

Reading

(eBook pg 41)

Vocabulary

(eBook pg 42)

Reading

(eBook pg 43-46)

Lesson 2:

Vocabulary

(eBook pg 47 & 48)

Grammar

(eBook pg 49 & 50)

Writing

(eBook pg 51)

Lesson 3:

Reading (Fluency)



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(eBook pg 52)

Vocabulary

(eBook pg 42 & 53)

Grammar

(eBook pg 54 & 55)

Reading

(eBook pg 14 & 56)

Lesson 4:

Reading (Fluency)

(eBook pg 57)

Grammar

(eBook pg 58)

Reading

(eBook pg 59 & 60)

Lesson 5:

Reading

(eBook pg 61-63)

Lesson 6:

Writing

(eBook pg 64)

Vocabulary

(eBook pg 65)

Writing

(eBook pg 66)

Lesson 7:

Reading

(eBook pg 67-69)

Lesson 8:

Reading

(eBook pg 70)

Vocabulary

(eBook pg 71)

Writing

(eBook pg 72-74)

Lesson 9:

Vocabulary

(eBook pg 75)

Grammar

(eBook pg 76-77)



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Writing
(eBook pg 78-79)

Lesson 10:
Writing
(eBook pg 78-79)

UbD Curriculum Overview

Department	Special Education		
Course Name	Essential English 1 / LANGUAGE! Live (Level 1)		
Course Summary	LANGUAGE! Live blends personalized, online learning with teacher directed instruction to empower struggling learners to close the learning gap between themselves and their peers. The learning progression in LANGUAGE! Live improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills. The flexible program allows students in grades 4-12 to move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in their teacher-directed instruction.		
Unit Name	Unit 3: Gemini: The Twins Unit 3: Astronomy: Constellations		
Grade Level(s)	10	Time / Duration	Approximately 20 Class Sessions (10 Lessons + Independent work on L!L website)
Created (Date)	September, 2021	Revised (Date)	May, 2022 August 21, 2024 Unit Title Changed, similar activities will still be taught

Standards Addressed

List all standards that will be addressed during the unit.

Writing/Sentence Structure

- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples

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appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Comprehension

- Standard - CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Vocabulary

- Standard - CC.1.2.9-10.J 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.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions
What are the overarching takeaways and big ideas for students?



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Big Ideas

Grammar

- Prepositional phrases include a noun and show the position or relationship between words in sentences.
- Adverbs are words or phrases that enhance the verb, usually end in -ly, and can be the prepositional phrase.
- Direct Object is a noun phrase that shows a person or a thing is the recipient of the action (verb) [Question: What did they do to it?]
- Words can function in different ways [noun or verb] and have different meanings.

Writing/Sentence Structure

- Basic paragraph structure includes a topic sentence, supporting details, elaborations, and a conclusion sentence.
- Sentences can be created from a subject, predicate, and direct object.
- Note taking skills, categorizing information, and summarizing are ways to demonstrate comprehension.
- Explanatory paragraphs are written using information from the text and include a topic sentence, supporting details, transitions, elaborations, and a conclusion sentence.

Comprehension

- Determining the topic, main ideas, and explicit details of a text will increase overall understanding.
- Using informational text features to preview the text will aid in comprehension when reading.
- Determining the questions that a sentence answers will help determine the purpose of the sentence.
- Reading with purpose and understanding and writing questions about the text will deepen comprehension.
- Author uses reasons and evidence to support particular points in a text.
- Referencing the text details and examples when answering specific questions about the text will support your reasoning.
- Note taking skills to highlight the main idea and key details of a text will aid in comprehension across all learning environments.
- Improving reading fluency supports reading comprehension.

Vocabulary

- Key passage vocabulary and meanings are essential to reading comprehension.
- Context clues as well as discussion, categories, and attributes can help determine the meaning of unknown words.
- Consulting reference materials to clarify the precise meaning of words may be necessary.
- Using key passage vocabulary words correctly in sentences can be a way to demonstrate understanding.
- Synonyms, antonyms, and examples of words can help clarify and determine precise meaning.

Reading



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- Identifying and determining the topic and main ideas of a text helps clarify its central message.
- Using text features and context to preview and enhance reading supports a deeper understanding of the material.
- Reading with fluency, purpose, and understanding strengthens comprehension and retention.
- Demonstrating comprehension by asking, answering, and citing text evidence reinforces a clear understanding of the text.
- Recounting and summarizing texts, including myths and informational texts, helps consolidate key ideas.
- Analyzing how authors use reasons and evidence to support ideas improves critical thinking and text analysis.
- Reviewing and solidifying understanding of key vocabulary through context and examples deepens word comprehension.
- Responding to various question types based on the text ensures accurate comprehension and analysis.

Writing

- Demonstrating an understanding of basic paragraph structure (topic, supporting details, conclusion) ensures clear and organized writing.
- Writing expanded and complete sentences, including topic sentences, improves clarity and writing coherence.
- Organizing and summarizing information from a text in writing strengthens synthesis and understanding.
- Writing explanatory paragraphs with a clear topic sentence and supporting details builds effective written communication.
- Demonstrating proficiency in handwriting ensures legibility and improves writing fluency.

Vocabulary

- Building and evaluating word knowledge, including identifying key vocabulary in texts, enhances reading comprehension.
- Determining the meanings of words using context, synonyms, antonyms, and reference materials strengthens vocabulary skills.
- Using vocabulary accurately in speaking and writing helps to communicate ideas more clearly and effectively.
- Understanding and applying the meaning of multiple-meaning words improves flexibility in language use.
- Defining words based on categories and attributes aids in categorizing and deepening understanding of vocabulary.
- Making connections among words to increase understanding strengthens word recall and comprehension.

Grammar



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	- Identifying and understanding the function of key sentence elements—prepositions, prepositional phrases, adverbs, subjects, predicates, and direct objects—supports sentence comprehension. - Using prepositional phrases and adverbs correctly in writing improves sentence clarity and structure. - Understanding and applying spelling rules (such as consonant doubling, the /ng/ sound, and the consonant blend "qu") ensures correct spelling in writing. - Demonstrating an understanding of words functioning as both nouns and verbs enhances sentence construction and language flexibility.
Transfer	<i>Students will be able to independently use their learning to...</i> - Effectively communicate through basic writing using proper grammar and conventions. - Read basic text with fluency, purpose, and comprehension. <i>Students will be able to independently use their learning to...</i> - Express ideas clearly in writing while following correct grammar and conventions. - Read simple texts with understanding, fluency, and intent.
Meaning	<i>Students will understand that...</i> - Effectively communicating through basic writing using proper grammar and conventions is a necessary postsecondary, employment, and independent living skill. - Reading and responding to basic text with fluency, purpose, and comprehension is a necessary postsecondary, employment, and independent living skill. <i>Students will understand that...</i> - Clear and accurate writing, using proper grammar and conventions, is essential for success in postsecondary education, the workforce, and independent living. - Reading and engaging with basic text fluently, purposefully, and comprehensively is a vital skill for postsecondary education, employment, and independent living.
Essential Questions	<u>Lesson 1:</u> Reading How do I determine the topic of the text? How do I discuss the topic of the text? How do I use informational text features to preview the text? Vocabulary How do I determine the meaning of key passage vocabulary?



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Reading

How do I use text features to preview the text?

How do I read and informational text?

How do I demonstrate an understanding of the text by asking and answering questions and referring to key details in the text?

Lesson 1:

Reading

How can we identify the topic of a text and understand its main focus?

Why is it important to discuss the topic of a text, and how can we engage in meaningful conversations about it?

How does building background knowledge help us better understand and connect with the text we are reading?

What strategies can we use to preview a text before reading it in detail?

How can we engage effectively in discussions to deepen our understanding of a text?

Vocabulary

How do we evaluate our knowledge of words and determine what we already understand?

What strategies can we use to figure out the meaning of key vocabulary in a passage?

How can answering questions help us learn and remember new vocabulary?

Reading

How do we use text features (such as headings, pictures, captions, etc.) to help us preview and understand a text?

What strategies help us read and understand informational texts more effectively?

How can we demonstrate our understanding of a text by asking questions, answering questions, and referring to key details?

Lesson 2:

Vocabulary

How do I use discussion and context to determine the meanings of the multiple-meaning word star?

How do I demonstrate an understanding of the word by using it in written sentences?

Grammar

How do I identify prepositions in sentences?

How do I identify prepositional phrases in sentences?

Writing

How do I demonstrate an understanding of basic paragraph structure (topic sentence, supporting details, concluding sentence)?

How do I demonstrate an understanding of relevant supporting details in a paragraph?

How do I write topic sentences?



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Lesson 2:

Vocabulary

How can we determine the different meanings of a word that has multiple definitions, like "star"?

In what ways can we demonstrate our understanding of a word by using it correctly in written sentences?

Grammar

How do we identify prepositions in sentences, and what role do they play in sentence structure?

What is the purpose of prepositional phrases, and how can we recognize them in sentences?

How do prepositions and prepositional phrases function to add meaning and detail to a sentence?

Writing

How do we structure a basic paragraph with a clear topic sentence, supporting details, and a concluding sentence?

What makes supporting details relevant, and how can we identify and use them in a paragraph?

Lesson 3:

Reading

How do I read words to develop fluency?

Vocabulary

How do I review key passage vocabulary?

How do I discuss synonyms?

How do I identify synonyms of words?

Grammar

How do I demonstrate an understanding of the function of adverbs?

How do I identify adverbs in text?

Reading

How do I demonstrate an understanding of how to respond to various types of questions?

Lesson 3:

Reading

How can we read words fluently to improve our reading speed and comprehension?

Vocabulary

How do we acquire new vocabulary and use it accurately in our speaking and writing?

How can we deepen our understanding of a word by relating it to its synonyms?

Grammar

What is the purpose and function of adverbs in a sentence?

How can we identify adverbs in a text and understand how they modify verbs, adjectives, or other adverbs?



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Lesson 4:

Reading

How do I read phrases to develop fluency?

Grammar

How do I understand the function of prepositional phrases and adverbs?

How do I write sentences with prepositional phrases?

Reading

How do I read phrases with fluency to support comprehension?

How do I determine the questions that sentences answer (the purpose of a sentence)?

Lesson 4:

Reading

How can reading phrases fluently help us improve our reading comprehension?

Grammar

What is the purpose and function of prepositional phrases and adverbs in a sentence?

How can we use prepositional phrases correctly in our writing to add detail and clarity?

Why is it important to follow multistep directions, and how can we ensure we understand and follow them accurately?

Reading

How can reading phrases with fluency support our understanding of the text?

What strategies can we use to respond effectively to different types of questions about a text?

How do we determine the purpose of a sentence based on the questions it answers?

Lesson 5:

Vocabulary

How do I use categories and attributes to determine the meanings of words?

How do I consult reference materials to clarify the precise meanings of words?

Reading

How do I review key passage vocabulary?

How do I read with purpose and understanding?

How do I determine the main ideas of a text?

Writing

How do I demonstrate an understanding of how to create basic sentences?

How do I write expanded simple sentences?

Lesson 5:

Vocabulary

How can we acquire new vocabulary and use it accurately in different contexts?

Reading



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How can writing questions about a text help deepen our comprehension and understanding?

What strategies can we use to respond to questions orally and effectively?

How can we refer to details and examples from the text when answering specific questions?

How do authors use reasons and evidence to support their main points, and how can we identify this in a text?

Why is it important to cite text evidence, and how can we use it to support our understanding of what the text explicitly says?

Lesson 6:

Reading

How do I write questions about the text to deepen comprehension?

How do I respond to questions orally?

How do I refer to details and examples in a text when answering specific questions about a text?

How do I explain how an author uses reasons and evidence to support particular points in a text?

Lesson 6:

Writing

How can we apply the spelling-sound correspondence for /ng/ to spell words correctly?

What is the rule for consonant doubling, and how does it help us spell words accurately?

How does knowing the spelling rule for the consonant blend “qu” improve our spelling skills?

Vocabulary

How can we define words by categorizing them and describing their attributes?

What strategies can we use to determine the meanings of words through context?

How can consulting reference materials (such as dictionaries or glossaries) help clarify the precise meanings of words?

Writing

How do we create basic sentences that effectively communicate our ideas?

How can we expand simple sentences to provide more detail and depth?

What makes a good topic sentence, and how can we write one in response to a prompt?

Lesson 7:

Vocabulary

How do I review key passage vocabulary?

How do I use examples of a word and identify its antonyms and synonyms to clarify its meaning?

How do I make connections among words to increase understanding?

Grammar



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How do I demonstrate an understanding of the function of subjects, predicates, and direct objects in sentences?

How do I complete sentences by adding direct objects to them?

How do I demonstrate an understanding of the functions of words that can be used as nouns and verbs?

Lesson 7:

Reading

How can reviewing key vocabulary help us better understand a passage?

What strategies can we use to read with purpose and comprehension?

How do we identify the main ideas of a text and determine what is most important?

How can we recognize explicit details in a text to support our understanding?

How can we effectively recount a mythological tale, focusing on its key elements?

How can context help us determine the meanings of unfamiliar words and phrases in a text?

What is academic vocabulary, and how can we use words that signal spatial and temporal relationships to enhance our understanding?

How can we deepen our understanding of a word by relating it to its synonyms and antonyms?

Lesson 8:

Reading

How do I read words to increase fluency?

How do I take notes to highlight the main idea and key details in a text?

Writing

How do I gather relevant information from text and take notes and categorize information?

Lesson 8:

Reading

How can reading words fluently help us improve our overall reading comprehension?

Vocabulary

How can making connections among words deepen our understanding and retention of new vocabulary?

Grammar

What is the function of subjects, predicates, and direct objects in sentences, and how do they work together to create meaning?

How can we complete sentences by adding direct objects to make them more specific and clear?

How do words that can function as both nouns and verbs change in meaning depending on their role in a sentence?

Lesson 9:



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Writing

How do I orally retell key information from an informational text?

How do I practice writing topic sentences?

How do I summarize notes?

How do I write a topic sentence and a concluding sentence for an explanatory paragraph?

How do I write an explanatory paragraph, including supporting details, transitions, and elaborations?

Lesson 9:

Vocabulary

How can we clarify the meaning of key vocabulary in a passage to improve our understanding?

How can we demonstrate our understanding of a word by relating it to examples, synonyms, and antonyms?

Reading

How do we determine the main ideas and supporting details in a text to fully understand its message?

What strategies can we use to read on-level text with purpose and comprehension?

Vocabulary

How can we accurately use previously learned vocabulary to enhance our speaking and writing?

Lesson 10:

Vocabulary

How do I clarify the meaning of key passage vocabulary?

How do I demonstrate an understanding of passage vocabulary by using words in sentences?

Grammar

How do I demonstrate an understanding of words that have multiple functions in sentences?

Reading

How do I read sentences in phrases to develop fluency?

How do I read a passage to develop fluency?

How do I answer questions about a text to assure comprehension?

How do I determine the main ideas of a text?

Writing

How do I review the key vocabulary for Units 1-3?

Lesson 10:

Writing

How can we organize the most important information from a text to prepare for writing?

What strategies can we use to orally retell key information from an informational text?



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How do we write effective topic sentences that introduce the main idea of a paragraph?
 How can we summarize a text in a clear and concise way?
 How do we write a topic sentence and a concluding sentence for an explanatory paragraph to frame our ideas?
 What makes an explanatory paragraph effective, and how can we include supporting details and elaborations?
 How can we demonstrate proficiency in handwriting to ensure clarity and legibility?
Reading
 How can answering questions about a text help us solidify our comprehension and understanding?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

Grammar

- Students will know the purpose, function, and meaning of the following: noun(s), verb(s), prepositional phrase, adverb(s), and direct object(s) in a sentence.

Writing/Sentence Structure

- Students will know that sentences can be created from a subject, predicate, and direct object.
- Students will know that basic paragraph structure includes a topic sentence, supporting details, elaborations, and a conclusion sentence.
- Students will know basic note taking skills to summarize information from a text.

Comprehension

- Students will know how to preview a text utilizing text features.
- Students will know how to identify the topic, main ideas, and explicit details of a text.
- Students will know how to use questioning techniques to deepen understanding.
- Students will know how to use evidence including details and examples from the text to support their reasoning when answering a question.
- Students will know how to highlight main ideas and key details of a passage to assist with note taking.
- Students will know how to use repetition to develop fluency with words and phrases.

Vocabulary

- Students will know how to use key passage vocabulary and meanings to improve reading comprehension.
- Students will know how to use context clues as well as discussion, categories, and attributes to help determine the meaning of unknown words.
- Students will know how to consult reference materials to clarify the precise meaning of words.



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- Students will know how to use key passage vocabulary words correctly in sentences to demonstrate understanding.
- Students will know how to use synonyms, antonyms, examples, and nonexamples of words to help clarify and determine precise meaning.

Students will know...

Reading

- Students will know how to identify and determine the topic and main ideas of a text.
- Students will know how to use text features and context to preview and enhance understanding of a text.
- Students will know how to read with fluency, purpose, and comprehension.
- Students will know how to demonstrate comprehension by asking questions, answering them, and citing text evidence.
- Students will know how to recount and summarize texts, including myths and informational texts.
- Students will know how to analyze how authors use reasons and evidence to support their ideas.
- Students will know how to review and solidify understanding of key vocabulary through context and examples.
- Students will know how to respond to various question types (e.g., explicit, inferential) based on the text.

Writing

- Students will know how to understand and apply basic paragraph structure (topic sentence, supporting details, conclusion).
- Students will know how to write expanded and complete sentences, including clear topic sentences.
- Students will know how to organize and summarize information from a text in writing.
- Students will know how to write explanatory paragraphs with a clear topic sentence and supporting details.
- Students will know how to demonstrate proficiency in handwriting, ensuring clarity and legibility.

Vocabulary

- Students will know how to build and evaluate word knowledge, identifying key vocabulary in texts.
- Students will know how to determine the meanings of words using context, synonyms, antonyms, and reference materials.
- Students will know how to use vocabulary accurately in both speaking and writing.
- Students will know how to understand and apply the meaning of multiple-meaning words.
- Students will know how to define words based on categories and attributes.
- Students will know how to make connections among words to enhance vocabulary



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	understanding. Grammar - Students will know how to identify and understand the function of key sentence elements: prepositions, prepositional phrases, adverbs, subjects, predicates, and direct objects. - Students will know how to use prepositional phrases and adverbs correctly in writing. - Students will know how to apply spelling rules, including consonant doubling, the /ng/ sound, and the consonant blend "qu." - Students will know how to demonstrate understanding of words that function as both nouns and verbs.
Skills	<i>Students will be skilled at (be able to do)...</i> Grammar - Students will be able to identify the following: noun(s), verb(s), prepositional phrase, adverb(s), and direct object(s) in a sentence, and their purpose, function, and meaning. Writing/Sentence Structure - Students will be able to write sentences including a subject, predicate, and direct object. - Students will be able to write basic paragraphs including a topic sentence, supporting details, elaborations, and a conclusion sentence. - Students will be able to take basic notes to summarize information from a text. Comprehension - Students will be able to preview a text utilizing text features. - Students will be able to identify the topic, main ideas, and explicit details of a text. - Students will be able to use questioning techniques to deepen understanding. - Students will be able to use evidence including details and examples from the text to support their reasoning when answering a question. - Students will be able to highlight main ideas and key details of a passage to assist with note taking. - Students will be able to use repetition to develop fluency with words and phrases. Vocabulary - Students will be able to use key passage vocabulary and meanings to improve reading comprehension. - Students will be able to use context clues as well as discussion, categories, and attributes to help determine the meaning of unknown words. - Students will be able to consult reference materials to clarify the precise meaning of words. - Students will be able to use key passage vocabulary words correctly in sentences to demonstrate understanding. - Students will be able to use synonyms, antonyms, and examples of words to help clarify and determine precise meaning. <i>Students will be skilled at (be able to do)...</i>



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Reading

- Students will be able to identify and determine the topic and main ideas of a text.
- Students will be able to use text features and context to preview and enhance their understanding of a text.
- Students will be able to read with fluency, purpose, and comprehension.
- Students will be able to demonstrate comprehension by asking questions, answering them, and citing text evidence.
- Students will be able to recount and summarize texts, including myths and informational texts.
- Students will be able to analyze how authors use reasons and evidence to support their ideas.
- Students will be able to review and solidify their understanding of key vocabulary through context and examples.
- Students will be able to respond to various question types (e.g., explicit, inferential) based on the text.

Writing

- Students will be able to understand and apply basic paragraph structure (topic sentence, supporting details, conclusion).
- Students will be able to write expanded and complete sentences, including clear topic sentences.
- Students will be able to organize and summarize information from a text in writing.
- Students will be able to write explanatory paragraphs with a clear topic sentence and supporting details.
- Students will be able to demonstrate proficiency in handwriting, ensuring clarity and legibility.

Vocabulary

- Students will be able to build and evaluate word knowledge, identifying key vocabulary in texts.
- Students will be able to determine the meanings of words using context, synonyms, antonyms, and reference materials.
- Students will be able to use vocabulary accurately in both speaking and writing.
- Students will be able to understand and apply the meanings of multiple-meaning words.
- Students will be able to define words based on categories and attributes.
- Students will be able to make connections among words to enhance their vocabulary understanding.

Grammar

- Students will be able to identify and understand the function of key sentence elements: prepositions, prepositional phrases, adverbs, subjects, predicates, and direct objects.



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- Students will be able to use prepositional phrases and adverbs correctly in writing.
- Students will be able to apply spelling rules, including consonant doubling, the /ng/ sound, and the consonant blend "qu."
- Students will be able to demonstrate understanding of words that function as both nouns and verbs.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative: • Teacher Observation • Lesson Assignments (eBook pages) • Fluency Tracking • Online Word Training Activities (see below) • Online Text Training Activities (see below) <u>LANGUAGE! Live Website Activities</u> Word Study • Blend, read, and spell words with... -short vowel /o/ -verb marker -ing -consonant blends st, sm, sn, qu, sp, sl, and sk • Map phonemes to graphemes • Sort words by meaning • Complete cloze sentences • Spell isolated syllables • Hear and identify single-syllable words • Read decodable phrases • Dictate sentences Grammar Practice • Prepositions • Adverbs • Synonyms • Punctuation for effect • Multiple functions: noun or verb Passage Quiz Complete a passage quiz with the following question types: main idea, cause and effect, compare and contrast, inferences, generating questions,	Performance Task(s) / Think: • Completion of Lesson Assignments and Assessments • Completion of Fluency Sessions with Teacher • Completion of Online Activities Other Evidence: • LANGUAGE! Live Online Initial Assessment Data • Group Reading and Diagnostic Evaluation (GRADE) Assessment Data • San Diego Quick Assessment of Reading Data • Study Island Literature Benchmark Assessments • Study Island Lesson Scores



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vocabulary definitions, multiple-meaning words, synonyms

Summative:

- End of Unit Formal Assessment (see below)
- Online LIL Benchmark Assessments (3x year)

End of Unit ASSESSMENT: Reading

(Level 1 Formative Assessment A and B or Content Mastery Activity on website)

Students will answer questions based on the question words and relevant information that must be included in the answer.

End of Unit ASSESSMENT: Grammar

(Level 1 Formative Assessment A and B or Content Mastery Activity on website)

Students will answer questions by choosing the best preposition to complete each sentence and using words in the correct way (noun/verb).

End of Unit ASSESSMENT: Vocabulary

(Level 1 Formative Assessment A and B or Content Mastery Activity on website)

Students will complete synonyms multiple choice assessment.

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

Lesson Plans 1-10:

Lesson 1:

Reading

1. Teacher introduces the unit and explains that nonfiction [an informational text] is made up of facts.
2. Teacher introduces new information: Astronomy [scientific study of objects in space], Astrology [pseudoscience based on a combination of Astronomy and beliefs, not facts] and Gemini, the constellation [groups of stars in the northern hemisphere and twin brothers in Greek mythology].
3. Teacher and students preview the text "Gemini: The Twins" with focus on text features [titles, pictures and captions, headings, margin information, maps, charts, and graphs].
4. Students answer pre-reading questions (Big Ideas)



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Vocabulary

1. Teacher introduces Key Passage Vocabulary words; Reading only the word. [constellation, pattern, ancient, poet, devoted, mortal, expert, brilliant]
2. Students rate themselves on a 0-3 scale with 3= know and can use correctly, 2=familiar but not sure of the meaning, 1=heard the word but cannot use correctly, and 0= cannot pronounce and/or never heard of the word.
3. Teacher pre-teaches Key Passage Vocabulary words explaining definitions, examples, and questions containing the words.
4. Students can go back and complete definition and photo columns.

Reading

1. Teacher and students preview text "Gemini: The Twins" with focus on text features: title, headings, pictures, captions, bold text, highlighted text, and marginal information.
2. Teacher reads text out loud while students follow along one paragraph at a time. Purpose: To confirm answers to the big ideas.

Lesson 2:

Vocabulary

1. Teacher discusses multiple meaning words.
2. Teacher will review multiple meaning words with emphasis that sometimes words can function when used differently in a sentence [nouns (words that name something), verbs (the action part of a sentence), and adjectives (a describing word)]. You need to use context clues to determine the meaning.
3. Teacher and students complete the Multiple Meaning Map graphic organizer showing multiple meanings for the word "star" and write sentences containing the word "star" matching each different meaning.

Grammar

1. Teacher discusses prepositions [words that show the position or relationship between words in a sentence] and shows examples and nonexamples on the board.
2. Teacher discusses prepositional phrases [group of words that begins with a preposition, includes a noun, and tells where, when, or how] and shows examples and nonexamples on the board.
3. Students will identify prepositions, nouns, and prepositional phrases in sentences.

Writing

1. Teacher will discuss components of a well-written paragraph [begins with a topic sentence followed by supporting details and elaborations and ends with a conclusion that restates the topic]
2. Students will read a topic sentence and a list of possible supporting detail sentences. Students must choose two of the supporting details that best match the topic then write a sentence of their own that could be a third supporting detail.
3. Teacher will discuss number topic sentences [contains a word that provides a clue about the paragraph's organization and content. Ex. several, number, etc.]
4. Teacher will review IVF Topic Sentences [I=identify the item, V= add a strong verb, F=finish the thought]
5. Students will fill in the missing elements (about the past three unit stories) forming IVF Topic Sentences.

Lesson 3:

Reading (Fluency)



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1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary.
2. Teacher will discuss how words connect and relate to each other to improve vocabulary and comprehension. [synonyms and antonyms]
3. Students will practice identifying synonyms.

Grammar

1. Teacher will review categories of words [nouns, verbs, and prepositions] and the question words that help us identify the categories [who and what].
2. Teacher will discuss the question words how, when, and where to expand sentences and complete examples on the board. Teacher will point out that many answers are prepositional phrases.
3. Teacher will discuss adverbs and that they are words or phrases that add to the verb. Can often answer the how question and end in -ly.
4. Students will read a passage with underlined words and phrases. Students will identify if the words/phrases tell when, where, or how and sort the words/phrases into the appropriate when, where, and how columns.

Lesson 4:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read phrases and teacher will mark errors to generate a score.

Grammar

1. Teacher will review prepositional phrases [phrase begins with a preposition and answers the where, when, or how question].
2. Teacher will discuss that sometimes prepositional phrases can act as adverbs.
3. Students will practice handwriting and spelling by writing the verbal phrases on the lines. Students will identify the preposition and will determine if the phrase is acting as an adverb. Students will then practice using phrases to write complete sentences.

Reading

1. Teacher will discuss sentence morphs and how when words are grouped in meaningful chunks/phrases, it allows you to read with rhythm and aids comprehension.
2. Teacher and students will practice reading sentences broken into phrases to establish rhythm.

Reading

1. Teacher will review identifying question words and how to ask/answer questions correctly utilizing the chart as needed.
2. Students will identify the question word in a sentence and then correctly answer the question as indicated in the chart using the information in the story.
3. Teacher will review question strategies for "when" questions.
4. Students will read sentences, determine what question the sentence answers, then write the question including necessary information and proper punctuation.

Lesson 5:

Reading

1. Teacher will review asking and answering questions with question words.
2. Teacher will reinforce that skilled readers preview the text, read the text slowly and carefully to gain understanding, monitor their thinking while reading to be sure each sentence and paragraph makes



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sense, and ask themselves and others questions about their reading.

3. Teacher and students will reread the text "Gemini: The Twins" with an emphasis on asking good questions. Be aware of questions that come to mind as you read.
4. Students will write questions based on the text for a partner to answer using the question words discussed in class.
5. Students will practice answering comprehension questions based on the text. Students will identify the question word, use the Question Word Chart to review the information required to respond to the question, and formulate a response. Students must provide textual evidence to support their answer.

Writing

1. Teacher will discuss Masterpiece Sentences Stage 3 [focusing on word order within sentences; syntax].
2. Teacher and students will use notecards with words of a sentence to show how sentences can be arranged and how the meaning can stay the same or change. Point out that the subject of the sentence does not have to be at the beginning.

Lesson 6:

Vocabulary

1. Teacher will discuss determining a definition of a word by thinking about categories and attributes of a word [appearance, qualities, parts, features, etc.].
2. Students will use categories and attribute of words as well as information from the text to create sentence definitions for each word.

Writing

1. Teacher will review number topic sentences from Units 1 and 2 and introduce the Turn Prompt topic sentence [use words from the prompt to create a topic sentence] and examples.
2. Students will practice creating Turn Prompt topic sentences and identify informational, definition, and direction words within the prompt.

Lesson 7:

Reading

1. Teacher will review using text features before reading and refer to the Big Idea questions to promote comprehension.
2. Students will use highlighter/symbols to correctly follow instructions and mark up the text features. Ex. Draw a rectangle around the title, highlight each vocabulary word, etc.
3. Teacher and students will reread the passage "Gemini: The Twins" one paragraph at a time. Purpose: reading closely to highlight specific information in the text to improve vocabulary and increase reading comprehension.

Lesson 8:

Reading

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score. Score results will be compared to results from Lesson 3.
2. Teacher will review the structure of informational text [main idea and key details].
3. Teacher and students will reread the text "Gemini: The Twins" with emphasis on advanced thinking.
4. Students will use highlighters to identify the main idea and key details in each paragraph of the story.

Vocabulary

1. Teacher will discuss how to use a Semantic Map to make connections with words.



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2. Teacher and students will complete a Semantic Map for the word myth.

Grammar

1. Teacher will review complete sentence structure [subject and predicate].
2. Teacher will discuss direct objects of a sentence [answer the question "what did they do it to?"]
3. Students will practice identifying the subject, predicate, and direct object of sentences as well as finishing sentences with direct objects to provide more detail.
4. The teacher will review using the questioning strategy to determine the function of words in a sentence. [words can function in different ways]
5. Teacher will use notecards labeled with noun and verb and complete an activity to show that many words can be used as both a noun and a verb [dig, kid, bit, plant, flag, etc.]
6. Students will identify words in sentences as nouns or verbs based on context clues and also write sentences using words as both nouns and verbs.

Lesson 9:

Vocabulary

1. Teacher and students will review Key Passage Vocabulary words.
2. Teacher will review how to use a Four-Square Graphic Organizer including a word and its synonyms, antonyms, and examples.
3. Students will complete a Four-Square Graphic Organizer for the word mortal.

Writing

1. Teacher will review the structure of a paragraph [topic sentence, supporting details, transition words, elaboration, and conclusion]
2. Teacher and students will complete the Blueprint for Writing based on highlighted information from the text [Blueprint = house structure. Floor = Topic and Main Idea, Walls = Key details, Photos = Elaborations, Roof = Conclusion; Restate the Main Idea].

Lesson 10:

Writing

1. Students will practice retelling the story based on their notes in the Blueprint for Writing
2. Teacher and students will create a Turn Prompt topic sentence (and concluding sentence) for the explanatory paragraph assignment.
3. Teacher and students will use the Blueprint for Writing to create supporting detail sentences and elaborations.
4. Students will use their notes, highlighted text, Blueprint for Writing, and sample sentences to guide the writing of an explanatory paragraph about constellations (on lined paper).

Grammar

1. (optional) Students will complete a team activity making sentences with words correctly (as a verb and as a noun). The other team will determine if the word was used in the sentence correctly and points will be earned.

Reading

1. Teacher will discuss prosody [the phrasing, the expression, and the way the voice is used when reading]. You can tell if someone understands a text based on the way they read {chunk words into phrases, stop at periods and pause at commas, and raise their voice with a question}. Teacher will demonstrate prosody.
2. Students will practice reading sentences and a passage with prosody.
3. Teacher will review the Unit 3 Big Ideas and students will have the opportunity to expand upon their answers.



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Vocabulary

1. (optional) Students will play a version of Go Fish with the key passage vocabulary from Units 1-3.

Resources

- LANGUAGE! Live Curriculum Student Workbook/eBook
- LANGUAGE! Live Curriculum Student Website: Word Training and Text Training

Lesson 1:

Reading

(eBook pg 81)

Vocabulary

(eBook pg 82)

Reading

(eBook pg 83-85)

Lesson 2:

Vocabulary

(eBook pg 86)

Grammar

(eBook pg 87)

Writing

(eBook pg 88-89)

Lesson 3:

Reading (Fluency)

(eBook pg 90)

Vocabulary

(eBook pg 91)

Grammar

(eBook pg 92)

Lesson 4:

Reading (Fluency)

(eBook pg 93)

Grammar

(eBook pg 94)

Reading

(eBook pg 95-97)

Lesson 5:

Reading

(eBook pg 98-100)



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Lesson 6:

Vocabulary

(eBook pg 14, 102)

Writing

(eBook pg 103)

Lesson 7:

Reading

(eBook pg 104-106)

Lesson 8:

Reading

(eBook pg 107)

Vocabulary

(eBook pg 108)

Grammar

(eBook pg 109-110)

Lesson 9:

Vocabulary

(eBook pg 111)

Reading

(eBook pg 112-114)

Lesson 10:

Writing

(eBook pg 115)

UbD Curriculum Overview

Department	Special Education
Course Name	Essential English 1 / LANGUAGE! Live (Level 1)
Course Summary	LANGUAGE! Live blends personalized, online learning with teacher directed instruction to empower struggling learners to close the learning gap between themselves and their peers. The learning progression in LANGUAGE! Live improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills. The flexible program allows students in grades 4-12 to move at their own pace online to improve their reading while being exposed to complex text and rigorous vocabulary in their teacher-directed

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	instruction.		
Unit Name	Unit 4: Jazz: The Recipe Unit 4: Music: Jazz		
Grade Level(s)	10	Time / Duration	Approximately 20 Class Sessions (10 Lessons + Independent work on L!L website)
Created (Date)	September, 2021	Revised (Date)	May, 2022 August 21, 2024 Unit Title Changed, similar activities will still be taught

Standards Addressed

List all standards that will be addressed during the unit.

Writing/Sentence Structure

- Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.
- Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Standard - CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Standard - CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection,



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and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Comprehension

- Standard - CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Standard - CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard - CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Vocabulary

- Standard - CC.1.2.9-10.J 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.
- Standard - CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

Grammar

- Nouns and verbs can function within sentences in different ways.
- Adverbs/adverbial phrases and prepositions/prepositional phrases add to the verb to tell more information about what is happening in a sentence.
- Predicate painters (adverbial/prepositional phrases) can be moved within a sentence to change the flow of writing.
- When sentences begin with an adverbial or prepositional phrase, a comma must be used following the phrase to separate the subject and predicate.
- Word endings can affect the tense (past, present, or future) of a noun or verb.

Writing/Sentence Structure

- Elaborations when writing can include evidence, examples, and explanations about the topic.
- Masterpiece Sentences Stage 3 include focusing on elaborating sentences by answering the questions Who or what did it? What did they/he/she/it do? When? Where? How? and What did they/he/she/it do it to?.
- Two Column Notes can be used interchangeably with the Blueprint for Writing for organizing and summarizing information from a text.
- Explanatory writing includes summarizing information in an orderly manner.



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- A writer can create a topic sentence by dissecting a prompt and including all necessary information.
- A writer can create a concluding sentence by using the topic sentence plus synonyms and predicate painters to convey the same message in a new sentence.
- A writer can use information from a graphic organizer (Blueprint for Writing and Two Column Notes) to include key details and elaborations in the body of an explanatory paragraph.
- Six Traits of Effective Writing include ideas and content, organization, voice and audience awareness, word choice, sentence fluency, and conventions.

Reading /Comprehension

- Determining the topic, main ideas, explicit details, and author's purpose of a text will increase overall understanding.
- Using informational text features to preview the text will aid in comprehension when reading.
- Reading with purpose and understanding will deepen comprehension.
- The Author's Purpose is why the author chooses to write a text (to entertain, to persuade, and to inform/teach).
- Referencing the text details and examples when answering specific questions about the text will support your reasoning.
- Note taking skills to highlight the main idea and key details of a text will aid in comprehension across all learning environments.
- Improving reading fluency supports reading comprehension.

Vocabulary

- Key passage vocabulary and meanings are essential to reading comprehension.
- Context clues as well as discussion, categories, and attributes can help determine the meaning of unknown words.
- Consulting reference materials to clarify the precise meaning of words may be necessary.
- Using key passage vocabulary words correctly in sentences can be a way to demonstrate understanding.
- Understanding multiple meaning words and how they function in a sentence can aid in comprehension.
- Synonyms, antonyms, examples, and nonexamples of words can help clarify and determine precise meaning.

Reading

- Identifying and understanding key concepts, including the topic, main ideas, and explicit details of a text, improves comprehension.
- Engaging with the text purposefully by analyzing the author's purpose and the text's structure, using text features, enhances understanding.
- Deepening comprehension by asking and answering questions, referencing details and evidence, strengthens text analysis.
- Previewing the text and building background knowledge using text



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features and prior knowledge supports comprehension before reading.

- Reading with fluency, accuracy, and understanding of words, phrases, and passages improves overall reading ability.
- Developing academic comprehension skills, including interpreting and answering different types of questions (who, what, when, where, how, why), fosters critical thinking.
- Citing specific examples and evidence from the text strengthens responses to questions and enhances comprehension.
- Focusing on vocabulary acquisition by using context to understand words and phrases, including figurative language, deepens language comprehension.

Writing

- Writing clear topic and concluding sentences in paragraphs, and organizing writing with supporting details and transitions, ensures coherence.
- Demonstrating understanding of elaboration by including relevant details and elaboration improves writing depth.
- Writing detailed and precise sentences, carefully choosing words to convey ideas, strengthens sentence-level writing skills.
- Applying spelling rules for double consonants, past tense verbs, and inflectional endings, while demonstrating neat handwriting, improves writing accuracy and legibility.
- Using key details from informational texts to orally or written retell key information or explain ideas clearly enhances writing based on text.
- Effectively using transitions and elaboration to write well-structured explanatory paragraphs strengthens writing clarity and flow.

Grammar

- Identifying nouns, verbs, adverbs, and prepositional phrases in sentences improves understanding of sentence structure.
- Recognizing words that function as both nouns and verbs enhances flexibility in language use.
- Understanding how prepositional phrases, adverbs, and other parts of speech work together in sentences strengthens grammar comprehension.
- Using and understanding present, past, and future tenses of verbs ensures proper tense application in writing.
- Using commas correctly with prepositional phrases and other grammar elements improves sentence clarity and correctness.
- Following multistep directions and demonstrating understanding of grammatical structures strengthens language processing skills.

Vocabulary



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	- Understanding and determining the meaning of key vocabulary in context supports word comprehension and usage. - Sorting and defining words using categories and attributes helps organize and deepen vocabulary knowledge. - Clarifying word meanings by relating them to synonyms, antonyms, and nonexamples strengthens understanding of words. - Using context clues and reference materials to define unfamiliar words or clarify meanings enhances vocabulary acquisition. - Acquiring and using domain-specific vocabulary, such as academic and informational terms, broadens word knowledge in specific subjects. - Evaluating and acquiring new vocabulary while understanding how words connect semantically increases word knowledge and comprehension.
Transfer	<i>Students will be able to independently use their learning to...</i> - Effectively communicate through basic writing using proper grammar and conventions. - Read basic text with fluency, purpose, and comprehension. <i>Students will be able to independently use their learning to...</i> - Write clearly and correctly, using appropriate grammar and writing conventions. - Read foundational texts with fluency, intention, and understanding.
Meaning	<i>Students will understand that...</i> - Effectively communicating through basic writing using proper grammar and conventions is a necessary postsecondary, employment, and independent living skill. - Reading and responding to basic text with fluency, purpose, and comprehension is a necessary postsecondary, employment, and independent living skill. <i>Students will understand that...</i> - Communicating clearly through basic writing, with correct grammar and conventions, is essential for success in postsecondary education, the workplace, and independent living. - Reading and responding to foundational texts with fluency, purpose, and comprehension is crucial for postsecondary education, employment, and daily life.
Essential Questions	<u>Lesson 1:</u> Reading How do I determine the topic of the text? How do I determine the author's purpose? How do I discuss the topic of the text?



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How do I use informational text features to preview the text?

Vocabulary

How do I determine the meaning of key passage vocabulary?

Reading

How do I use text features to preview the text?

How do I read an informational text?

How do I demonstrate an understanding of the text by asking and answering questions and referring to key details in the text?

Lesson 1:

Reading

How does determining the topic of a text help improve comprehension?

What are some ways to determine the author's purpose, and how does this influence the reading experience?

How can discussing the topic of a text deepen understanding and engagement?

How does building background knowledge help enhance the reading experience?

Why is previewing the text important for understanding the material?

Vocabulary

How can evaluating word knowledge improve vocabulary acquisition?

What are effective strategies for determining the meaning of key vocabulary in a passage?

How does answering questions about vocabulary help in learning and retaining new words?

Reading

How can using text features help preview a text and support comprehension?

Why is reading informational text different from reading narrative text, and how can that affect comprehension?

How does asking and answering questions while reading help demonstrate understanding and refer to key details in the text?

Lesson 2:

Vocabulary

How do I use discussion and context to determine the meanings of the multiple meaning word jazz?

How do I demonstrate an understanding of the word by using it in written sentences?

Grammar

How do I identify words that have multiple functions (nouns and verbs) in sentences?

How do I identify adverbs and prepositional phrases in sentences?

Writing

How do I identify supporting details and elaboration in text?

Lesson 2:



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Vocabulary

How can the meaning of a multiple-meaning word, like "jazz," be determined in different contexts?

How does using a word correctly in written sentences demonstrate understanding of its meaning?

Grammar

How can identifying words that function as both nouns and verbs help clarify sentence meaning?

What is the role of adverbs and prepositional phrases in a sentence, and how can they be identified?

Writing

How can identifying supporting details and elaboration in a text help with understanding the main ideas?

What is the role of relevant elaborations in a paragraph, and how does it contribute to clear and effective writing?

Lesson 3:

Reading

How do I read words to develop fluency?

Vocabulary

How do I review key passage vocabulary?

How do I identify nonexamples?

Grammar

How do I demonstrate an understanding of how to use a comma with adverbial phrases?

How do I identify adverbial phrases?

Reading

How do I demonstrate an understanding of how to respond to various types of questions?

Lesson 3:

Reading

How does reading words accurately and fluently improve overall reading comprehension?

Vocabulary

How can acquiring and using new vocabulary accurately enhance understanding and communication?

How does demonstrating understanding of a word by relating it to nonexamples help clarify its meaning?

Grammar

How do commas function when used with prepositional phrases, and why is this important for sentence clarity?

What is the purpose of prepositional phrases in a sentence, and how can they be identified?

Reading

How can demonstrating an understanding of different types of questions and responses help deepen comprehension of the text?



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Lesson 4:

Reading

How do I read phrases to develop fluency?

Grammar

How do I accurately write dictated oral phrases?

How do I demonstrate an understanding of the function of adverbial phrases in sentences?

Reading

How do I read phrases with fluency to support comprehension?

How do I generate questions using who, what, when, where, how, and why?

How do I answer questions accurately?

Lesson 4:

Reading

How does reading phrases with fluency improve overall reading comprehension and understanding?

Grammar

Why is it important to accurately write dictated oral phrases, and how does this strengthen writing skills?

How do prepositional phrases function in sentences, and why is it important to understand their purpose?

How can following multistep directions improve the ability to comprehend and complete tasks?

Reading

How does reading phrases fluently contribute to better comprehension and retention of information?

How can generating questions using who, what, when, where, how, and why help deepen understanding of a text? Why is it important to answer questions accurately, and how does this demonstrate comprehension?

Lesson 5:

Vocabulary

How do I use categories and attributes to determine the meanings of words?

How do I consult reference materials to clarify the precise meanings of words?

Reading

How do I review key passage vocabulary?

How do I read with purpose and understanding?

How do I determine the main ideas of a text?

How do I identify explicit details in a text?

Writing

How do I demonstrate an understanding of how to write detailed sentences?

How do I choose words to convey ideas precisely?

Lesson 5:

Vocabulary



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How can acquiring and using new vocabulary accurately enhance your understanding and expression of ideas?

Reading

How does writing questions about a text help deepen comprehension and engagement with the material?

Why is it important to respond to questions orally, and how does this demonstrate understanding of the text?

How can referring to details and examples in a text help answer specific questions and clarify meaning?

Why is citing text evidence important when answering questions, and how does it support understanding of the text?

How can determining the meaning of metaphors improve comprehension and interpretation of figurative language?

Lesson 6:

Reading

How do I write questions about the text to deepen comprehension?

How do I respond to questions orally?

How do I refer to details and examples in a text when answering specific questions about a text?

How do I cite evidence from a text to support answers?

Lesson 6:

Writing

How do spelling rules for words with double consonants, past tense verbs, and the inflectional ending -s contribute to writing accuracy?

Why is proficiency in handwriting important, and how does it affect the clarity and legibility of written communication?

How can writing detailed sentences improve the depth and clarity of ideas?

How do choosing precise words help convey ideas more clearly and effectively?

Why is it important to restate ideas in a concluding sentence, and how does this enhance the overall structure of a paragraph?

Vocabulary

How can sorting words into categories help organize and deepen understanding of vocabulary?

How does defining words using categories and attributes improve comprehension and word knowledge?

How can using context clues help determine the meaning of unfamiliar words in a text?

How does consulting reference materials support the accurate understanding and use of words?

Lesson 7:

Vocabulary

How do I review key passage vocabulary?



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How do I use examples and nonexamples of a word and identify its antonyms and synonyms to clarify its meaning?

How do I make semantic connections among words to increase understanding?

Grammar

How do I demonstrate an understanding of the function of adverbs and prepositional phrases in sentences?

How do I form and use present, past, and future tenses of verbs in sentences?

How do I demonstrate an understanding of the functions of words that can be used as nouns and verbs?

Lesson 7:

Reading

How does reviewing key passage vocabulary improve comprehension and retention of the material?

Why is it important to read with purpose and understanding, and how can this help focus attention on key ideas?

How can identifying the main ideas of a text improve overall comprehension and guide understanding of supporting details?

What is the role of explicit details in a text, and how do they contribute to understanding the main ideas?

How can using context help determine the meaning of unfamiliar words and phrases?

Why is acquiring academic vocabulary related to spatial and temporal relationships important for understanding informational texts?

How does demonstrating understanding of a word by relating it to synonyms and antonyms enhance vocabulary knowledge?

Lesson 8:

Reading

How do I read words to increase fluency?

How do I take notes to highlight the main idea and key details in a text?

Lesson 8:

Reading

How does reading words with fluency contribute to better comprehension and retention of information?

Vocabulary

How can making semantic connections among words enhance understanding and deepen vocabulary knowledge?

Why is acquiring and using domain-specific vocabulary important for understanding academic and informational texts?

Grammar

How do adverbs and prepositional phrases function in sentences, and why is understanding their purpose important for sentence clarity?

How do the present, past, and future tenses of verbs contribute to sentence



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structure and meaning?

Lesson 9:

Writing

How do I orally retell key information from an informational text?

How do I practice writing topic and concluding sentences?

How do I use notes to write an explanatory paragraph, including supporting details, transitions, and elaborations?

Lesson 9:

Vocabulary

How can clarifying the meaning of key passage vocabulary enhance comprehension and retention of a text?

How does relating a word to examples, nonexamples, synonyms, and antonyms help deepen understanding of its meaning?

Grammar

How do past, present, and future tense verbs function in sentences, and why is it important to understand their purpose?

Writing

How can identifying the main idea and key details in a text help you prepare to write a clear and focused response?

Lesson 10:

Vocabulary

How do I clarify the meaning of key passage vocabulary?

How do I demonstrate an understanding of passage vocabulary by using words in sentences?

Grammar

How do I demonstrate an understanding of the function of past, present, and future tense verbs in sentences?

Reading

How do I read sentences in phrases to develop fluency?

How do I read a passage to develop fluency?

How do I answer questions about a text to assure comprehension?

How do I determine the main ideas of an informational text?

Writing

How do I restate ideas to write concluding sentences?

Lesson 10:

Writing

How does orally retelling key information from an informational text help solidify understanding and reinforce key concepts?

Why are topic and concluding sentences important for organizing and structuring writing?

How does writing an explanatory paragraph with supporting details, transitions, and elaboration improve clarity and effectiveness in communication?



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How does demonstrating proficiency in handwriting contribute to clear and legible written communication?

Reading

How does answering questions about a text help ensure comprehension and deepen understanding?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

Grammar

- Students will know how nouns, verbs, adverbs, prepositions, and predicate painters function in a sentence.
- Students will know how to change word tenses from past, present, and future using the Tense Timeline.

Writing/Sentence Structure

- Students will know how to write Masterpiece Sentences Stage 3 with an emphasis on elaboration.
- Students will know how to use graphic organizers including Two Column Notes and the Blueprint for Writing to organize and summarize informational text.
- Students will know how to write an explanatory paragraph based on informational text including topic sentence, key detail and elaboration sentences, and a conclusion sentence.

Comprehension

- Students will know how to preview a text and informational text features prior to reading to improve overall comprehension.
- Students will know how to read for purpose and identify the author's purpose for writing a text.
- Students will know basic note taking skills including highlighting key details in the text
- Students will know how to reference text details and examples to answer specific questions about the text including citing evidence.
- Students will know how to use repetition to develop fluency with words and phrases.

Vocabulary

- Students will know how to use key passage vocabulary and meanings to improve reading comprehension.
- Students will know how to use context clues as well as discussion, categories, and attributes to help determine the meaning of unknown words.
- Students will know how to consult reference materials to clarify the precise meaning of words.
- Students will know how to use key passage vocabulary words correctly in



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sentences to demonstrate understanding.

- Students will know how to use synonyms, antonyms, examples, and nonexamples of words to help clarify and determine precise meaning.

Students will know...

Reading

- Students will know the topic, main ideas, and explicit details of a text.
- Students will know how to analyze an author's purpose and understand the structure of a text through its features.
- Students will know how to ask and answer questions to deepen their understanding of a text, referencing key details and evidence.
- Students will know how to preview a text and build background knowledge to support comprehension.
- Students will know how to read fluently with purpose, using phrases and context to enhance comprehension.
- Students will know how to cite specific text evidence in support of answers and demonstrate overall comprehension.
- Students will know how to generate and answer questions using who, what, when, where, how, and why to explore text meaning.
- Students will know how to review and interpret key vocabulary in context and understand synonyms and antonyms.
- Students will know how to engage in collaborative discussions, sharing ideas and using text evidence to explain viewpoints.

Writing

- Students will know how to write clear, effective sentences, including topic and concluding sentences.
- Students will know how to organize and structure writing with supporting details, transitions, and elaboration.
- Students will know spelling rules for double consonants, past tense verbs, and inflectional endings.
- Students will know how to write explanatory paragraphs that include relevant details and a logical flow of ideas.
- Students will know how to orally retell key information from informational texts to support their written responses.
- Students will know how to restate and summarize ideas from a text in an organized manner.
- Students will know sentence structure and how to write detailed, precise sentences using proper grammar.

Grammar

- Students will know how to identify nouns, verbs, adverbs, and prepositional phrases in sentences.
- Students will know that some words can function as both nouns and verbs and how



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to use them in sentences.

- Students will know how to use commas correctly with prepositional phrases and other grammatical structures.
- Students will know how to form and use present, past, and future tenses of verbs in sentences.
- Students will know the function of adverbs and prepositional phrases and how to use them properly in sentences.
- Students will know how to follow multistep directions and apply grammatical rules to enhance sentence clarity.

Vocabulary

- Students will know how to acquire and use new vocabulary accurately in both spoken and written forms.
- Students will know how to determine word meanings using context clues, reference materials, and strategies like identifying synonyms and antonyms.
- Students will know how to clarify the meaning of key vocabulary using examples, nonexamples, and word categories.
- Students will know how to use context to determine the meaning of unfamiliar words and improve reading comprehension.
- Students will know how to categorize and define words based on their attributes and relationships to other words.
- Students will know how to acquire and use domain-specific vocabulary in academic and informational texts.

Skills

Students will be skilled at (be able to do)...

Grammar

- Students will be able to write a variety of sentences including nouns, verbs, adverbs, prepositions, and predicate painters.

Writing/Sentence Structure

- Students will be able to write Masterpiece Sentences Stage 3 (elaboration).
- Students will be able to use graphic organizers (Two Column Notes and the Blueprint for Writing) to organize and summarize informational text.
- Students will be able to write an explanatory paragraph based on informational text including topic sentence, key detail and elaboration sentences, and a conclusion sentence.

Comprehension

- Students will be able to preview a text and informational text features prior to reading to promote reading comprehension.
- Students will be able to read for a purpose and identify the author's purpose for writing the text.
- Students will be able to take basic notes and highlight key details in a text.
- Students will be able to reference text details and examples to answer specific questions about the text and cite evidence from the text.
- Students will be able to improve their reading fluency through reading repetition.

Vocabulary

- Students will be able to use key passage vocabulary and meanings to improve



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reading comprehension.

- Students will be able to use context clues as well as discussion, categories, and attributes to help determine the meaning of unknown words.
- Students will be able to consult reference materials to clarify the precise meaning of words.
- Students will be able to use key passage vocabulary words correctly in sentences to demonstrate understanding.
- Students will be able to use synonyms, antonyms, examples, and nonexamples of words to help clarify and determine precise meaning.

Students will be skilled at (be able to do)...

Reading

- Students will be able to determine the topic of a text and identify the main ideas and explicit details to enhance comprehension.
- Students will be able to identify the author's purpose and analyze how the text is structured using text features.
- Students will be able to ask and answer questions to deepen their understanding of the text and refer to key details and evidence.
- Students will be able to preview the text and build background knowledge to support comprehension.
- Students will be able to read fluently and with purpose, using phrases and context to aid understanding.
- Students will be able to cite text evidence in support of answers and demonstrate comprehension of the text.
- Students will be able to generate and answer questions using who, what, when, where, how, and why to explore a text's meaning.
- Students will be able to review key vocabulary from passages and identify synonyms and antonyms to deepen understanding.
- Students will be able to engage in collaborative discussions about the text and explain their ideas using specific details.

Writing

- Students will be able to write clear and effective sentences, including topic and concluding sentences.
- Students will be able to organize and structure writing with supporting details, transitions, and elaborations.
- Students will be able to demonstrate proficiency in handwriting and apply spelling rules for double consonants, past tense verbs, and inflectional endings.
- Students will be able to write explanatory paragraphs that convey ideas clearly, using precise language and elaboration.
- Students will be able to orally retell key information from informational texts and use this information to support written responses.
- Students will be able to restate ideas clearly and summarize text information in an organized manner.
- Students will be able to demonstrate an understanding of sentence structure and



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write detailed, precise sentences with appropriate grammar.

Grammar

- Students will be able to identify nouns, verbs, adverbs, and prepositional phrases in sentences.
- Students will be able to recognize and use words that function as both nouns and verbs in sentences.
- Students will be able to demonstrate an understanding of how to use commas with prepositional phrases.
- Students will be able to correctly form and use present, past, and future tenses of verbs in sentences.
- Students will be able to understand and identify the purpose and function of adverbs and prepositional phrases in sentences.
- Students will be able to follow multistep directions and apply grammatical knowledge to improve sentence construction.

Vocabulary

- Students will be able to acquire and use new vocabulary accurately in both speaking and writing.
- Students will be able to determine the meaning of words using context, reference materials, and strategies like identifying synonyms and antonyms.
- Students will be able to clarify the meaning of key vocabulary and demonstrate understanding through examples, nonexamples, and word categories.
- Students will be able to use context clues to understand the meaning of unfamiliar words or phrases and apply this knowledge to improve reading comprehension.
- Students will be able to categorize words and define them based on attributes and their relationship to other words.
- Students will be able to acquire and use domain-specific vocabulary in academic and informational texts.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative: • Teacher Observation • Lesson Assignments (eBook pages) • Fluency Tracking • Online Word Training Activities (see below) • Online Text Training Activities (see below)	Performance Task(s) / Think: • Completion of Lesson Assignments and Assessments • Completion of Fluency Sessions with Teacher • Completion of Online Activities

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LANGUAGE! Live Website Activities

Word Study

- Blend, read, and spell words with...
- short vowel /e/
- verb marker -ed
- doubled consonants ll,-ss,-ff,-zz (“floss” rule)
- Map phonemes to graphemes
- Sort words by meaning
- Sort words by letter pattern
- Complete cloze sentences
- Spell isolated syllables
- Hear and identify single-syllable words
- Read decodable phrases and sentences
- Dictate sentences

Online Grammar Practice

- Adverbs
- Adverbial phrases
- Nonexamples

Passage Quiz

Complete a passage quiz with the following question types: inferences, main idea and details, author’s purpose, question words, generating questions, vocabulary definitions, multiple-meaning words

Summative:

- End of Unit Formal Assessment (see below)
- Online L!L Benchmark Assessments (3x year)

End of Unit ASSESSMENT: Reading

(**Level 1 Formative Assessment A and B** or Content Mastery Activity on website)

Students will answer questions based on relevant information that must be included in the answer.

End of Unit ASSESSMENT: Grammar

(**Level 1 Formative Assessment A and B** or Content Mastery Activity on website)

Students will answer questions based on adverbs and adverbial phrases.

End of Unit ASSESSMENT: Vocabulary

(**Level 1 Formative Assessment A and B** or Content

Other Evidence:

- LANGUAGE! Live Online Initial Assessment Data
- Group Reading and Diagnostic Evaluation (GRADE) Assessment Data
- San Diego Quick Assessment of Reading Data
- Study Island Literature Benchmark Assessments
- Study Island Lesson Scores



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Mastery Activity on website)
Students will answer questions based on nonexamples.

Summary of Key Learning Events and Instruction

Lesson Plans 1-10:

Lesson 1:

Reading

1. Teacher introduces the unit and explains that nonfiction [an informational text] is made up of facts.
2. Teacher introduces the concept of Author's Purpose - why the author writes a text [to entertain, to persuade, and to inform/teach].
3. Teacher introduces background information on the history of jazz music through discussion and a short video.
4. Teacher and students preview the text "**Jazz: The Journey**" with focus on text features [titles, pictures and captions, headings, margin information, maps, charts, and graphs].
5. Students answer pre-reading questions (Big Ideas)

Vocabulary

1. Teacher introduces Key Passage Vocabulary words; Reading only the word. [recipe, steady, simple, plantation, social, demand combine, express]
2. Students rate themselves on a 0-3 scale with 3= know and can use correctly, 2=familiar but not sure of the meaning, 1=heard the word but cannot use correctly, and 0= cannot pronounce and/or never heard of the word.
3. Teacher pre-teaches Key Passage Vocabulary words explaining definitions, examples, and questions containing the words.
4. Students can go back and complete definition and photo columns.

Reading

1. Teacher and students preview text "**Jazz: The Journey**" with focus on text features: title, headings, pictures, captions, bold text, highlighted text, and marginal information.
2. Teacher reads text out loud while students follow along one paragraph at a time. Purpose: To identify the Author's Purpose.

Lesson 2:

Vocabulary

1. Teacher discusses multiple meaning words.
2. Teacher will review multiple meaning words with emphasis that sometimes words can function differently when used in a sentence [nouns (words that name something), verbs (words that show action), and adjectives (a describing word)]. You need to use context clues to determine the meaning.



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1. Teacher and students complete the Multiple Meaning Map graphic organizer showing multiple meanings for the word “jazz” and write sentences containing the word “jazz” matching each different meaning.

Grammar

1. Teacher discusses multiple functions of words (nouns and verbs). Noun (answers who or what) and verbs (answer what did they do).
2. Teacher and students review 2 different sentences using the same word used in a different way. Students must identify when the word is functioning as a noun and when the word is functioning as a verb.
3. The teacher will review adverbs (answers when, where, and how) and how they add to the verb by telling more information about what happened. Adverbs often end in “-ly”
4. The teacher will review prepositions (also answers when, where, and how but are words like in, on, by, and for). They are groups of words or phrases.
5. Teacher and students will complete an activity where prepositions are identified in a passage and students must determine if they answer when, where, or how questions.

Writing

1. The teacher will review parts of a paragraph [topic sentence, supporting details, transition words, elaborations, and conclusion]. Teacher will emphasize that elaborations can be evidence, examples, and explanations.
2. Teacher and students will complete an activity on elaborations. Students must formulate a paragraph when given a list of sentences that include a topic sentence, supporting details, and elaboration. Students must write the sentences in correct order based on proper paragraph structure.

Lesson 3:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score.

Vocabulary

1. Teacher and students will review Key Passage Vocabulary.
2. Teacher will discuss nonexamples [opposite of example]. Knowing examples and nonexamples can help make associations and remember a word.
3. Teacher and students will complete an activity on nonexamples. Students are presented with a category name and a list of 4 words. They must identify the nonexample from the list.

Grammar

1. Teacher will review adverbs and prepositional phrases. Prepositional phrases can function like adverbs by answering how, when, or where questions.
2. Teacher will discuss comma usage and explain that when sentences begin with adverbs or adverbial (prepositional) phrases, we have to use a comma to separate them from the subject part of the sentence.
3. Teacher and students will complete an activity on comma usage with adverbial phrases. Given a list of sentences, students will identify the sentences that begin with adverbial phrases and place the comma appropriately.

Reading

1. Teacher will review the purpose of rereading text [automatic process of updating information in your head, formulating questions about the text, and making predictions]
2. Teacher will review how to dissect a question paying close attention to the question word and other relevant information in order to respond appropriately.



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Lesson 4:

Reading (Fluency)

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read phrases and teacher will mark errors to generate a score.

Grammar

1. Teacher and students will complete an activity on phrases. Students will work on written comprehension and spelling to write verbal phrases correctly into a chart. Students will then identify which question word the phrase answers. Students will then use the phrases to complete sentences.

Reading

1. Teacher will review sentence morphs and how when words are grouped in meaningful chunks/phrases, it allows you to read with rhythm and aids comprehension.
2. Teacher and students will practice reading sentences broken into phrases to establish rhythm and fluency.
3. Teacher will review the concept of automatically asking questions in your head while you read to deepen your understanding and identify what information is unknown.
4. Teacher and students will complete an activity on questioning and answering. Students will be provided with an image and must ask questions about the image using the main question words [who, what, where, when, why, or how].

Lesson 5:

Reading

1. Teacher will review asking and answering questions with question words.
2. Teacher and students will reread the text "Jazz: The Journey" with an emphasis on asking good questions. Be aware of questions that come to mind as you read.
3. Students will write questions based on the text for a partner to answer using the question words discussed in class.
4. Students will practice answering comprehension questions based on the text. Students will identify the question word, use the Question Word Chart to review the information required to respond to the question, and formulate a response. Students must provide textual evidence to support their answer.

Lesson 6:

Vocabulary

1. Teacher will discuss determining a definition of a word by thinking about categories and attributes of a word [appearance, qualities, parts, features, etc.].
2. Teacher and students will use categories and attributes of words as well as information from the text to create sentence definitions for each word.

Writing

1. Teacher will review Masterpiece Sentences Stage 3 [focusing on elaborating sentences by answering the questions Who or what did it? What did they/he/she/it do? When? Where? How? and What did they/he/she/it do it to?].
2. Teacher and students will complete an activity where the students use an image to complete the chart to create an elaborate Masterpiece Stage 3 Sentence.

Lesson 7:

Reading



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1. Teacher will review using text features before reading and refer to the Big Idea questions to promote comprehension.
2. Students will use highlighter/symbols to correctly follow instructions and mark up the text features. Ex. Draw a rectangle around the title, highlight each vocabulary word, etc.
3. Teacher and students will reread the passage "Jazz: The Journey" one paragraph at a time. Purpose: reading closely to highlight specific information in the text to improve vocabulary and increase reading comprehension.

Lesson 8:

Reading

1. Teacher and student will complete 1 minute timed fluency assessment one on one. Student will read words and teacher will mark errors to generate a score. Score results will be compared to results from Lesson 3.

Vocabulary

1. Teacher will review how to use a Semantic Map to make connections with words.
2. Teacher and students will complete a Semantic Map for the word culture.

Grammar

1. Teacher will discuss predicate painters [adverbs or prepositional phrases found in different parts of a sentence that answer the question words where, when, and how]. Teacher will emphasize that the predicate painter can be moved within a sentence to change the flow of writing.
2. Teacher and students will complete an activity where predicate painters must be added to sentence starters to answer the how, when, or where question. Then, students will practice moving the predicate painter to the beginning of the sentence followed by a comma.
3. Teacher will review word endings and how they alter the meaning of nouns with examples.
4. Teacher will review verbs and how they can determine if a sentence is past, present, or future and that word endings can affect verbs as well [past -ed, present -s, and future add will]. Teacher will review the Tense Timeline graphic.
5. Teacher and students will complete an activity changing verbs from past to present and future tenses.

Lesson 9:

Vocabulary

1. Teacher and students will review Key Passage Vocabulary words.
2. Teacher will review how to use a Four-Square Graphic Organizer including a word and its synonyms, antonyms, examples, and nonexamples.
3. Teacher and students will complete a Four-Square Graphic Organizer for the word simple.

Writing

1. Teacher will review the purpose of reading a text and advanced thinking when reading informational text.
2. Teacher will review Two Column Notes and how they can be used interchangeably with the Blueprint for Writing.
3. Teacher will discuss the writing assignment [Write an explanatory paragraph. Prompt: Identify three "ingredients," or types of music, in the jazz recipe. Tell about them in a paragraph.]
4. Teacher and students will dissect the prompt and discuss a topic sentence.
5. Teacher and students will reread the text "Jazz: The Journey" and pause to complete the Blueprint for Writing and Two Column Notes.



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Lesson 10:

Writing

1. Teacher will review writing concluding sentences [different from the topic sentence but needs to convey the same message].
2. Teacher and students will complete an activity where students must determine synonyms for words in the given sentences. Students will then restate the sentence to create a new, but similar sentence.
3. Teacher and students will review Blueprint for Writing and Two Column Notes to refresh memory. Students will choose 3 of the different kinds of music to include in their explanatory paragraph.
4. Teacher and students will dissect the prompt and write a topic sentence using a sentence frame.
5. Teacher will discuss writing concluding sentences [different from the topic sentence but needs to convey the same message].
6. Teacher and students will complete an activity using a topic sentence and synonyms to create possible concluding sentences.
7. Teacher and students will use the topic sentence to create a concluding sentence using a sentence frame.
8. Teacher will discuss how to use the Blueprint for Writing and Two Column Notes to pull information to write the body of the paragraph. Teacher will remind of the importance of indentation when beginning a new paragraph and using transition words to move from one topic/paragraph to the next. Teacher will guide the paragraphs using sentence frames. [teacher will provide sample paragraph to those who continue to struggle with the writing process].
9. Teacher will review the Six Traits of Effective Writing to remind students of the good habits of effective writers for future writing.

Resources

- LANGUAGE! Live Curriculum Student Workbook/eBook
- LANGUAGE! Live Curriculum Student Website: Word Training and Text Training

Lesson 1:

Reading

(eBook pg 117)

Vocabulary

(eBook pg 118)

Reading

(eBook pg 119-120)

Lesson 2:

Vocabulary

(eBook pg 121)

Grammar

(eBook pg 122-123)

Writing

(eBook pg 70-review, 124)

Lesson 3:



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Reading (Fluency)

(eBook pg 125)

Vocabulary

(eBook pg 126)

Grammar

(eBook pg 127)

Reading

(eBook pg 128)

Lesson 4:

Reading (Fluency)

(eBook pg 129)

Grammar

(eBook pg 130)

Reading

(eBook pg 131&132)

Lesson 5:

Reading

(eBook pg 133-135)

Lesson 6:

Vocabulary

(eBook pg 136)

Writing

(eBook pg 138-139)

Lesson 7:

Reading

(eBook pg 140-141)

Lesson 8:

Reading (Fluency)

(eBook pg 142)

Vocabulary

(eBook pg 143)

Grammar

(eBook pg 144-145)

Lesson 9:

Vocabulary

(eBook pg 146)

Writing

(eBook pg 147-148)



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Lesson 10:

Writing

(eBook pg 149-150)