

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Kindergarten

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
We Are Readers	Students will develop confidence that they are readers.	<p>Students will understand how to look at books independently by paying attention to the pictures, looking for patterns, and looking for letters or words that they may already know.</p> <p>Students will understand that books can be more fun when shared with a friend.</p> <p>Students will understand that there are certain ways we talk about books (beginning, middle, end) that help us build our comprehension.</p>	<p>How can I learn to read books “as best I can” both by myself and with friends, during the whole reading time?</p> <p>How can I learn lots of ways to read with a friend?</p> <p>How can my friend and I get into great talks about books?</p> <p>How can I see more interesting things in a book because I’m going to share it with my friend?</p>
Readers Read, Think, and Talk about Emergent Storybooks and Familiar Shared Texts	Students will build the foundations for reading by reading stories over and over again.	<p>Students will understand that they can use books to tell a story by using the pictures across the pages to think about what is happening and thinking about who is in the story.</p> <p>Students will understand that by reading the exact words an author has chosen, they can notice the way a character is feeling or acting.</p> <p>Students will understand that there are more ways than one to share their book thoughts with a partner.</p>	<p>How can I come back to books that people have read to me over and over and read those same books in ways that make the stories come out?</p> <p>How can I study one page and say the part of the story that goes on that page, then do that on the next page, the next, the next, so I am almost reading the book?</p> <p>How can I make my reading sound just like the story goes?</p> <p>How can I have fun with my partner, reading, talking and acting out the stories we know?</p>
Readers Use Super Powers to Read Everything in the Classroom and Beyond	Students will be able to use multiple sources of information—meaning, syntax, and visual in order to read conventionally.	<p>Students will understand that they can make predictions about their books by looking at the title and pictures and thinking about what words they might see on the pages.</p> <p>Students will understand that they can use more than one super power (strategy) at a time (Pointing to words, looking for patterns, asking questions—does this sound right? Does this make</p>	<p>How can I get better at reading by using everything I know about looking at both the pictures and the words?</p> <p>How can I use super powers (strategies) like looking over the book, looking closely at the pictures, and finding words I know to help me read books I’ve seen before?</p>

		<p>sense?) to make reading more meaningful.</p> <p>Students will understand that they can be a “teacher” to their partner by reminding them to use their super powers while reading and by helping them retell their stories.</p>	<p>How can I use all my super powers to read books and poems and song that I know and love?</p> <p>How can I use all my super powers to help me read books that I don’t know yet?</p> <p>How can I reread, using super powers to make my reading sound good and come to life?</p>
<p>Becoming a Class of Reading Teachers</p>	<p>Students will be able to read more and more “just right” books independently by applying strategies and working through difficulty on their own.</p>	<p>Students will understand how to work through a problem by using all of their superpowers and making a plan for their reading.</p> <p>Students will understand that they can work together as partners to help them get through tricky parts in books. They remind each other to use all they know about reading and ask each other questions about their books.</p> <p>Students will understand how to retell the adventures in their books by saying the main topic and key details or facts.</p>	<p>How can I become the kind of reader who can teach myself and others about how to read?</p> <p>How can I use strategies to read lots of books by myself and with my partner?</p> <p>How can my partner and I help each other use everything we know about reading the pictures and the words?</p> <p>If my partner and I read with our minds turned on, how can we use our talks to help us think about our books, and to ask and answer questions about them?</p>
<p>Learning About Ourselves and Our World: Reading for Information</p>	<p>Students will be able to read to learn by noticing all of the details in their books and answering questions.</p>	<p>Students will understand that they can learn as much as possible about their books by asking questions, pointing and talking.</p> <p>Students will understand how to use picture clues to figure out new words and their meaning. They use all that’s on the page to help them learn.</p> <p>Students will understand that they can read more than one book on a subject in order to learn EVERYTHING they can about something.</p>	<p>How can I find a way for books to become my teachers, so I can learn ideas and information about the world? Can books get me wondering about things?</p> <p>How can I notice more and more in the books I read?</p> <p>How can I learn from all the parts of a book as I read?</p> <p>If I put together a couple of books that are about one thing, how can I take what I learn from one and add it to what I learn from the next?</p>
<p>Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books</p>	<p>Students will be able to learn more strategies for word solving, cross-checking, self-correcting, and meaning making in order to become resilient, careful readers.</p>	<p>Students will understand how to use the whole book (cover, pictures, topic) to help them read more challenging books.</p> <p>Students will understand how to tackle tricky words by trying out many different strategies (Does it sound/look right? Does it make sense?)</p>	<p>How can I be strong when I get to the hard parts in books so that I don’t give up? How can I use strategies I know when books get hard?</p> <p>How can I think about the story and about how books sound to help me figure out tricky words?</p>

		<p>Students will understand how to reread books with a plan (to correct tricky words, to make their voice sound smooth, to pay closer attention to characters, to find interesting parts to share with their partner).</p>	<p>How do I make sure I notice when something I read doesn't make sense or sound right and then fix up my reading?</p> <p>How can I reread my books many times to make my reading sound better and to help me understand more about the books?</p>
<p>Readers Get to Know Characters by Pretending and by Performing Their Books</p>	<p>Students will have a richer sense of character, setting, and story events in order to understand characters more deeply.</p>	<p>Students will understand how to make predictions about characters by looking at the pictures and then noticing how the characters might change by reading the words.</p> <p>Students will understand that they can get to know characters better by asking questions about them and looking at facial expressions, body language, and actions in the pictures.</p> <p>Students will understand that they can work together with a partner character club to act out a story and make their characters come to life.</p> <p>Students will understand that they can give the gift of reading by performing a story their audience will love.</p>	<p>How can I get to know the characters in my books really well?</p> <p>How can I read and notice lots of things about characters-the things they do, how they feel, and what they think?</p> <p>How can I reread and act out my books with my partner in ways that help me understand the characters better?</p> <p>How can I reread my books many times with my book club, thinking about the different ways we can be our characters?</p> <p>How can I read and reread my books to get ready to share them with an audience? How can I make the characters and the stories come to life?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Kindergarten

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Launching the Writing Workshop</p>	<p>Students will be introduced to Writing Workshop by learning how to identify what it means to be a writer, what it looks like, and how to transfer ideas onto paper.</p>	<p>Students will understand where to find and how to utilize tools in order to write (paper, pens, charts, folders).</p> <p>Students will understand how to think about story ideas and make a sketch of their ideas on paper.</p> <p>Students will understand how to label pictures by listening for sounds in words and stretching them out.</p> <p>Students will understand how to begin to stretch their stories out across three pages.</p>	<p>How can I become a writer and create many books?</p> <p>How can I think about something that I know about and then use drawing and writing to put it on the paper? How can do this every day?</p> <p>How can I turn things that I know about into teaching books?</p> <p>How can I tell a story by putting what happened into the pages of a book?</p> <p>How can I fix up my writing so I can share it with other kids?</p>
<p>Looking Closely: Observing, Labeling, and Listing Like Scientists</p>	<p>Students will learn that writing is not only a tool for storytelling; it is also a tool for learning about science.</p>	<p>Students will understand how to collect natural items and create booklets of representational drawings with labels and perhaps sentences.</p> <p>Students will understand how to study books of mentor authors and notice new ways to create books and use pattern sentences.</p> <p>Students will begin to understand how to revise their writing by adding more details, checking for spelling, and adding spaces or punctuation.</p>	<p>How can I write lots of books about the things that I study?</p> <p>How can I observe and study real things (like leaves) and draw and write lots of details to teach others?</p> <p>How can I study and learn from other books so I notice what other writers do and then try some of those things in my own writing?</p> <p>How can I get better at writing with details? If I revise, can I put more information in my</p>

			<p>books so my readers learn more?</p> <p>How can I write lots of books on topics I chose by myself? Can I write these books using all I have learned about writing like a scientist?</p>
Writing for Readers	<p>Students will be able to write true stories from their own lives by learning strategies for making clearer, richer stories and strengthening the conventions and mechanics of their writing.</p>	<p>Students will understand how to make readable writing by listening for beginning, middle, ending sounds of words and flipping between writing a whole word, re-reading and then writing the next word.</p> <p>Students will understand how to use tools in order to help make their writing better (charts, word wall, revision strips).</p> <p>Students will understand how to use vowels to make sure they have middle sounds in their words.</p> <p>Students will learn how to help their partners out by listening to their stories and asking questions to generate more story ideas/details.</p>	<p>How can I write many true stories and write them so people can really read them?</p> <p>How can I write so that I can reread my writing?</p> <p>How can I learn to listen to words carefully so I hear more sounds and leave spaces between the words?</p> <p>How can I use tools like the alphabet chart and the word wall to make my writing easier to read?</p> <p>How can I learn to revise my stories so they aren't confusing and so they answer readers' questions?</p> <p>How can I learn to reread my writing, checking to make sure people can read it smoothly?</p>
How-To Books	<p>Students will be able to write to teach others how to do something by writing steps in a logical sequence of order.</p> <p>Students will learn to navigate through procedural texts.</p>	<p>Students will understand how to plan a How-to book by naming the steps in sequential order and using transition words such as first, next, then, last.</p> <p>Students will understand how to add detail to their books by drawing diagrams.</p> <p>Students will understand how to speak directly to their audience by using the word "you" and have a partner act out their book step by step, making sure that nothing was missed.</p>	<p>How can I write lots of books that teach people how to do something?</p> <p>How can I learn to do a different kind of writing so that I use diagrams and words to teach people how to do something, step by step?</p> <p>How can I learn ways to make my How-to books even better by studying what a published author did in her book?</p> <p>When I am writing How-to books, how can I do a better job of making sure that readers</p>

			<p>understand what I am saying?</p> <p>How can I edit my best How-to book and then reread it, thinking about my readers, so that I make it work for them?</p>
All-About Books	<p>Students will be able to write information books in an All About structure in which they name what they are writing about, categorize the information they aim to teach, and supply some information about the topic.</p>	<p>Students will understand how to plan a book about something they want to teach about across their pages and sort the information into categories in order to make headings.</p> <p>Students will understand how to add more details to their books by rereading and thinking about what else their audience would want to know about the topic.</p> <p>Students will understand that they can add diagrams or their own thoughts to their writing to make it more descriptive and interesting.</p> <p>Students will understand that they need an introduction and powerful ending to lure their readers in and keep them thinking about the topic.</p>	<p>How can I teach others about things by writing information books—lots of them?!</p> <p>How do I make all my information books have lots of pages, and make sure all the pages go with the topic?</p> <p>How do I write and revise all my books so they get to be longer and more full of information?</p> <p>How can I add text features that help my reader?</p> <p>How do I get my writing ready for the final publishing party?</p>
Persuasive Writing of All Kinds: Using Words To make A Change	<p>Students will be able to write signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood.</p>	<p>Students will understand how to think of a problem they would like to fix and make a list of lots of different reasons why it should be fixed and come up with solutions to the problem. They will learn to state their opinion (signs, songs, petitions, letters).</p> <p>Students will understand that they can write letters to more than one person addressing the problem at hand in order to persuade them to fix it.</p> <p>Students will understand how to make their writing even more convincing by researching, talking to people, asking questions and looking closer at a topic.</p>	<p>How can I write to convince people to do things that will make the world a better place?</p> <p>How can I fill my folder with lots of opinion writing in which I say my opinion and tell why?</p> <p>How can I work on writing letters that tell people there's a problem and convinces them to solve it? How can I learn to put in more reasons why this is a big problem and to tell some possible solutions?</p> <p>How can I make persuasive speeches (and other kinds of writing) that get people to care about problems in the world and to do stuff to make a change?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

First Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Readers Build Good Habits	Students will be able to see themselves as a reader and to develop strong reading habits.	<p>Students will understand that good reading habits and behaviors will help build stronger readers.</p> <p>Students will understand that readers “see a movie” in their heads when they read.</p> <p>Students will understand that through working in partnerships they can learn more about their texts through tackling difficult parts of the text, having conversations about their text, and asking thoughtful questions.</p>	<p>How can I be the kind of reader who reads and rereads for the whole time during reading, getting ready to talk to my partner?</p> <p>How do I make sure that I am reading many books, as smoothly as possible, for as long as possible?</p> <p>How do I make sure that I am picturing and understanding what I am reading?</p> <p>How can my partner and I talk about our books in ways that let us share them and think about them and also have fun with them?</p>
Word Detectives Use All They Know to Solve Words	Student will be able to use strategies to help solve unknown or tricky words.	<p>Students will understand that they have a “toolbox of strategies” to use to figure out tricky or unknown words.</p> <p>Students will understand that they need to make sure that their reading makes sense while they are reading.</p> <p>Students will understand that working in partnerships can make them stronger readers.</p>	<p>How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?</p> <p>How do I get better at using strategies to figure out hard and new words while I am reading?</p> <p>How do I get better at making sure that my reading makes sense as I read? How can I be sure each page that I’m reading fits with the whole book?</p> <p>How do my partner and I work together so that we</p>

			help each other read better?
Learning About the World by Reading (Nonfiction)	Students will be able to read and comprehend nonfiction texts.	<p>Students will understand that nonfiction authors provide many text features that help the reader better understand the topic.</p> <p>Students will understand that nonfiction texts can help them become “experts” about topics they are interested in.</p>	<p>How do I use everything I know about reading to read books that teach me information and ideas about things?</p> <p>How do I get myself ready to read an informational book? Can I imagine what it will read by looking over its features, and after I read a chunk, can I stop and think about it?</p> <p>How do get better at figuring out new and important words that relate to my informational topic?</p> <p>How do I do the best job I can to teach my partner the big ideas of my book?</p>
Readers Get to Know the Characters in Books	<p>Students will be able to name and discuss their character’s traits.</p> <p>Students will be able to determine the lesson their character has learned.</p>	<p>Students will understand that by using pictures and words in a book they discover a lot about characters.</p> <p>Students will understand that by rereading texts, they will learn even <i>more</i> about the characters and to ensure they are not missing important clues about the characters.</p> <p>Students will understand that characters change, and it’s during the change that the character has learned a lesson.</p>	<p>How can I make sure that I get to know the characters in my books just like I get to know my friends, noticing who they are, what they do, how they act, how they feel and what they learn?</p> <p>How can I use the pictures and the words in my books to learn important information about the characters?</p> <p>How can I reread my books to be sure I’m not missing important clues about who the characters are and how the characters feel and act?</p> <p>How can I be on the lookout for ways that the characters change? Can I sometimes notice that when they change, this is a time when they have learned a lesson?</p>

<p>Readers Can Be Their Own Teachers, Working Hard to Figure Out the Tricky Words and Parts in Books</p>	<p>Students will be able to use multiple strategies to solve tricky words.</p> <p>Students will be able to make their reading sound like talking.</p>	<p>Students will understand that reading requires them to use many strategies, and if one doesn't work they have to try again.</p> <p>Students will understand that reading needs to makes sense and sound like talking.</p>	<p>How can I find ways to get through the hard parts in books, all on my own, so that I can be in charge of my reading?</p> <p>When something is difficult, how do I use all that I know to figure it out?</p> <p>How do I notice when my reading doesn't make sense or sound right and then fix up those parts so that I understand my books better?</p> <p>How can I rely on my partner when I need some extra help fixing up and understanding the hard parts of my books? How can I be sure to pick out interesting and important parts of my books to reread to others so that they get interested in my books too?</p>
<p>Reading Across Genres to Learn About a Topic: Information Books, Stories, and Poems</p>	<p>Students will be able to reference many different genres of texts to learn about a topic.</p>	<p>Students will understand that they can learn about a topic using a variety of texts and genres.</p> <p>Students will understand that they can use information learned from one text and apply it when reading another text.</p>	<p>How can I get interested in a topic and get better at learning a lot about it by reading many different lots of different kinds of books – and ones that are in a bunch of genres?</p> <p>If I'm ready to learn about a topic, can I find a way to learn stuff from all kinds of texts – even from stories and poems?</p> <p>When there are important words and phrases in the texts that I read, how can I get better at using them too as I think and talk?</p> <p>When I have a pile of books and other texts that tell about a topic, can I take all I learn from one text and add it to what I learn from the next?</p> <p>After I've read many books on a topic, how do I teach others the information I've</p>

			learned and my opinions about that topic?
Dramatizing Characters and Deepening Comprehension in Reading Clubs	Students be able to dramatize scenes from their character books.	<p>Students will understand that by reading and rereading books they can have a better understanding of their characters.</p> <p>Students will understand that they can communicate about characters with a partner and with a reading club.</p>	<p>How can I have deeper ideas about the characters in the books I read?</p> <p>When I read and reread my books, can my voice get smooth and sound more like I'm talking – so the characters come to life?</p> <p>How can I read, think, and write about my characters so I have better conversations with my partner?</p> <p>How can I become a better club member – one who comes ready to talk about books, to act out the characters, and give tips to others?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

First Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Small Moments	Students will be able to, in sequence and in detail, write about a small moment in life across 3 or more pages.	<p>Students will understand that details in writing and bringing stories to life helps a writer understand the story better.</p> <p>Students will understand that by studying how other authors write can enhance our own writing.</p>	<p>How can I write a whole folder-full of stories so that by the end of the unit, lots of my stories tell what happened, in order, with details?</p> <p>How can I think about small moments that happened to me, and then tell and write the story across pages, doing this in lots of books?</p> <p>How can I bring the people in my stories to life by showing what I said (or they said) and did and felt?</p> <p>How can I learn what authors did to make great stories and try to do the same thing?</p> <p>How can I fix up and fancy up my best story to make it ready for the library?</p>
How-to Writing	Students will be able to write step-by-step directions to a familiar procedure.	<p>Students will understand that they can teach people to do things step-by-step through diagrams and words.</p> <p>Students will understand that they can study published authors' books to improve their How-to book.</p>	<p>How can I write lots of books that teach people how to do something?</p> <p>How can I learn to do a different kind of writing, so that I use diagrams and words to teach people how to do something, step by step?</p> <p>How can I learn ways to make my How-to books even better by studying what a published author did in her book?</p> <p>When I am writing how-to books, how can I do a better job of making sure that readers understand what I am saying? How can I edit my best How-to book and then</p>

			reread it, thinking about my readers, so that I make it work for them?
Nonfiction Chapter Books	Students will be able to teach all about a topic breaking it down into chapters.	<p>Students will understand that they can teach about a topic through clear details and labeled pictures and photos.</p> <p>Students will understand that they can teach about a topic with different kinds of writing while breaking it down into chapters.</p>	<p>How can I learn to write many non-fiction chapter books and improve my skills for teaching and writing information well?</p> <p>How can I use what I know from other units of study this year about planning, drafting, spelling the best I can and setting goals to write the best information books I can?</p> <p>How can I write chapter books with clear organizational structure and details that really teach the reader about my topics?</p> <p>How can I write more books using what I now know about writing nonfiction chapter books with more independence while incorporating research (such as photos) and craft moves I learned in previous units?</p> <p>How can I get ready for our celebration and use what I have been learning about rereading and editing my work (for spelling as well as punctuation)?</p>
Writing Reviews	Students will be able to compare items, rank them, and write a convincing argument about why they believe it is the best.	<p>Students will understand that they need to judge fairly when ranking a collection.</p> <p>Student will understand that they need to use a persuasive voice to convince their reader of their opinion.</p>	<p>How can I write lots of reviews that tell my opinion and convince others of it?</p> <p>How can I group related items, study them closely and sort them so that I can rank the items and voice my opinion about them?</p> <p>How do I make my opinion convincing by giving reasons and examples to match it, so that people reading my writing will understand my opinion?</p>
Poetry and Song	Students will be able to express what matters to them through	<p>Students will understand that they can express things that matter to them through poetry and song.</p> <p>Students will understand that they</p>	<p>How can I write poems and songs about things that I care about?</p> <p>How can I study published songs and poems in order to</p>

	<p>song and poetry.</p>	<p>can look at published songs and poems to help them try new things in their poems and songs.</p>	<p>notice what other writers do? How can I try some of those things in my own writing?</p> <p>How can I write lots of songs and poems—writing about things that matter to me?</p> <p>How can I show my thoughts and feelings in my poems?</p> <p>How can I make my songs and poems longer and then get them ready for publication?</p>
<p>From Scenes to Series: Writing Fiction Realistic Fiction</p>	<p>Students will be able to write a story using characters, settings, problems and solutions that could really happen.</p>	<p>Students will understand that they can pull all they know about narrative stories to write one of their own.</p> <p>Students will be able to create a character that will be in several books in a series.</p>	<p>How can I invent new characters, create a problem for them, find a way to get them out of trouble, while creating action, dialogue and feelings?</p> <p>How can I create a series of books on a character, introducing the character in the first book, and using dialogue to bring out the characters thoughts and feelings?</p> <p>How can I call on my own experiences to imagine the tiny, authentic details that make realistic fiction seem so real, in order to “show, not tell”?</p> <p>How can I use patterns to elaborate, and divide my stories into chapters and stretch out each chapter so that they have a beginning, middle, and an ending?</p> <p>How can I make my stories ready to publish using punctuation, illustrations, and “meet the author” page?</p>
<p>Writing Like Scientists</p>	<p>Students will be able to make observations to learn about things and then write about what they have</p>	<p>Students will understand that they can make observations, record them, and write about them, like a scientist does.</p>	<p>How can I write as a scientist does, writing to record observations, to learn about things, and to teach readers?</p> <p>How can I use writing to record everything I observe and learn?</p>

	learned.		<p>How can I get better at writing with details? When I revise, can I put more information in my books so my readers learn more?</p> <p>How can I use all that I already know about science and writing to make an all-about book that teaches people about a science topic that I know well?</p>
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Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes

Second Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Taking Charge of Reading	<p>Students will set goals for themselves as readers, including the kinds of books, the number of pages, and for how long they will read each day.</p> <p>Students will be able to share and retell the important parts of books.</p> <p>Students will use problem-solving strategies to tackle new and tricky words.</p>	<p>Students will understand that readers use many strategies when reading a text.</p> <p>Readers deepen their thinking when they have shared what they've read with others. Readers develop an identity over time about who they are as a reader.</p>	<p>How can I become a strong, independent reader who sets and meets goals and who recognizes and problem-solves when something in my reading doesn't make sense? How can I work together to share and grow ideas, and to tackle trouble as we read?</p>
Nonfiction	<p>Students will use the features of a text to understand how the parts go together.</p> <p>Students will use pictures and words to reflect on their reading, and to make connections.</p> <p>Students will make sense of topic-specific words. Students will read more than one book on a topic.</p>	<p>Students will understand that text features fit together.</p> <p>Students will understand that pictures in non-fiction texts will further their understanding.</p> <p>Students will understand that reading more than one book on a topic will help them make sense of information.</p>	<p>How do I become the kind of reader who learns information about the world from books, and has big ideas about that reading, too?</p>

<p>Getting to Know Characters</p>	<p>Students will be able to read, and gather character information across a whole book.</p> <p>Students will be able to explain how a character has changed over time.</p> <p>Students will be able to explain lessons learned by the character.</p>	<p>Students will understand that they must look deeply into characters in order to become thoughtful fiction readers.</p>	<p>How can I be a thoughtful fiction reader who thinks carefully about characters and their stories, asking and answering questions, drawing on strategies when books (and characters, too) are hard to understand, and considering what an author intends for me to learn through a character's journey?</p>
<p>Shoring Up Foundational Skills</p>	<p>Students will be able to use their voice to help them get the most out of informational and fiction books.</p> <p>Students will be able to use context clues to figure out unknown vocabulary.</p> <p>Students will be able to practice their fluency, decoding, and vocabulary work.</p>	<p>Students will understand that their voice will help them read different genres.</p> <p>Students will understand that rereading texts, and using other words in texts will help them deepen their understanding of words.</p>	<p>How can I work really hard to make my reading as strong as it can be, giving attention to how my voice sounds as I read, to how I tackle tricky words, and to the ways in which I can reread to get more out of the text?</p>
<p>Series Reading and Book Clubs</p>	<p>Students will notice that patterns stretch across a series, and that trickier patterns within series will deepen their understanding of a text. Students will compare and contrast series books book club members, and they will learn that a series can teach them a lot about a topic.</p>	<p>Students will understand that series books have patterns that help deepen their understanding of text. Students will understand that comparing and contrasting series can deepen their understanding of text.</p>	<p>How can I use all that I know about fiction to read books in a series, noticing patterns, making predictions, comparing and contrasting elements across series, and letting my series book lead me to an inquiry about a topic?</p>

<p>Science Reading Club Topics</p>	<p>Students will be able to explain how different parts of informational text go together.</p> <p>Students will be able to work together with peers to add their own thinking to the information they learn.</p> <p>Students will be able to compare and contrast texts in order to develop deeper thinking.</p>	<p>Students and their peers will understand that they will learn more information when they add their own thinking to the different parts of informational text.</p>	<p>How can I gather information about a topic that interests me, comparing, contrasting, and synthesizing my own ideas and those of others (authors and book club members), so that my club and I can develop new ideas?</p>
<p>Reading and Role Playing</p>	<p>Students will be able to work together with a partner to empathize with a character's feelings and actions. Students can grow their thinking about the predictable roles characters play in fairy tales and folktales.</p> <p>Students can work with a reading club to study the lessons that characters learn.</p>	<p>Students will understand that when they empathize with a character's feelings, they will grow their understanding of text.</p> <p>Students will understand that characters play predictable roles in fairy tales and folktales.</p>	<p>How can I combine reading with role playing and directing to grow my understanding of characters in both modern day fiction and ancient folktales and fairy tales?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Second Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Lessons from the Masters: Improving Narrative Writing	To use all they know about narrative writing to improve their narrative pieces.	Students will understand that small moment ideas in their own lives will help them add detail, and stretch out powerful beginnings and endings.	<p>How can I study published narratives in order to lift the level of my own narratives (including their organization, details and words.)?</p> <p>How can I be inspired by studying the work of a master author, and write lots of small moment stories in which I try to write really well, like the author does?</p> <p>How can I learn to read a great published story really closely, noticing more stuff, and then try to do all that I notice in my own narratives?</p> <p>How can I transfer what I learned by studying an author’s craftsmanship with the class and my teacher to do my very own author study, and to let that author help me make my writing much, much better?</p>
Information Books “All About” Books	Children will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know.	<p>Students will understand that their information books should be organized, detailed and edited, just like mentor author books.</p> <p>Students will understand that artifacts, photos, and books will help them revise their stories.</p>	<p>How can I write lots of information books? By writing lots of them, can I learn to make them more organized and detailed?</p> <p>How can I use what I already know about organization, details and editing to write information books?</p> <p>How can I learn from a mentor author to make my information books longer and more interesting?</p>

			<p>How can I revise one of my books by studying and researching the topic? Can I even use artifacts, photographs and books to do some research and teach more?</p> <p>How can I use and improve my editing skills to get my work ready for our celebration?</p>
<p>Writing Gripping Stories</p>	<p>Children will write well-elaborated short stories by focusing on a small moment that has trouble that can be solved.</p>	<p>Students will understand that their fiction stories are more powerful when they base them on personal narratives.</p> <p>Students will understand how to revise by stretching out the most important parts of the story.</p>	<p>How can I use what I know about writing powerful personal narratives to improve my fiction writing?</p> <p>How can I use what I know about writing with details and suspense to write lots of interesting fictional stories?</p> <p>How can I revise my fictional stories? can I make big changes to my story, especially stretching out the most important parts?</p> <p>Can I set new goals for my writing and my revision so I write the best possible fiction stories?</p>
<p>Poetry</p>	<p>Students will learn that poets are sparked by objects and feelings. Students will learn that placement of words in poetry matter more than ever. Students will explore various natural structures of poems.</p>	<p>Students will understand that strong feelings and big thoughts can help them write lots of poems. Students will see the world with poets' eyes, and will use precise language, repetition, point of view, imagery, and comparisons to create meaningful poems.</p>	<p>How can I write lots of poems by combining strong feelings or big thoughts with concrete details and carefully chosen words?</p> <p>How can I live like a poet, seeing the world through the eyes of a poet, working to put what I see and feel into poems?</p> <p>How can I write and rewrite poems so that I find honest, precise language, and use repetition, tone and comparisons to say something that can't' easily fit into ordinary words?</p> <p>How can I explore different structure for my poems, trying to find a structure for each poem that matches what I want to say in that poem?</p>

			How can I revise my poems so I explore point of view and imagery?
Opinion Writing	<p>Students will develop opinions about their reading, and get energy for writing.</p> <p>Students will raise the level of their letter writing.</p> <p>Students will write to persuade others that their favorite books are worthy of awards.</p>	<p>Students will understand that giving clear opinions and evidence from a book will help them get better at writing.</p> <p>Students will understand that they can say more in their writing when they add quotations, retellings, and details of the book they are reviewing.</p>	<p>How can I get better at writing my opinions about books, particularly by learning to state my opinion more clearly, give more reasons, and by using evidence from the book to support the reasons?</p> <p>How can I write lots and lots of letters to other readers that tell my opinion about characters, and how can I get better at writing in ways that make people agree with my opinions?</p> <p>How can I strengthen my writing muscles so that I am better at giving evidence to support an opinion? That is, how can I tuck in better retellings, quote and discuss the details of the book and say more?</p> <p>How can I do really important things with my opinion writing, like writing nominations for my favorite books that convince others to care about those books too?</p>
Science Experiments and Lab Reports	<p>Students will study and then write about a shared class science topic.</p> <p>Students will internalize the scientific procedures and writing processes so they can teach others.</p> <p>Students will independently design and conduct an experiment, and will independently write a lab report about their experiment.</p>	<p>Students will understand that we study and question the world around us and then we conduct experiments based on what we notice.</p> <p>Students will understand that mentor texts will help them with procedural writing.</p> <p>Students will understand that introductions and conclusions will make their writing stronger.</p> <p>Students will understand that writing a table of contents will help them write chapters for their stories.</p> <p>Students will understand that editing will make my writing easier to read.</p>	<p>How can I study the world around me, pose questions and hypotheses, conduct experiments, and write about the results?</p> <p>How can I study mentor texts when learning to write procedural writing?</p> <p>How can I come up with my own ideas for what to write about?</p> <p>How do I write my introductions and conclusions and share my ideas?</p> <p>How do I reflect on all I know how to do so that I can conduct precise experiments?</p> <p>How do I compare my results with my peers' results?</p>

			<p>How do I use the table of contents to create my chapters?</p> <p>How do I edit so my writing is easy to read?</p>
Realistic Fiction	<p>Writers will use everything they know to make up their own stories.</p>	<p>Students will understand that ideas for fiction stories should come from small moments in their own lives.</p> <p>Students will understand that when they revise by stretching the moment, it gives their story greater meaning. Students will understand that storytelling and sketching will help them write realistic fiction.</p> <p>Students will understand that when they keep the episodes in their stories focused and short, it can make details come to life.</p> <p>Students will understand that realistic fiction stories have tension that increases as the story goes on, and that the tension is resolved in the end.</p> <p>Students will understand that writing checklist will help them to add, delete, and change parts of their writing so it is easier to read.</p>	<p>How do I use small moment stories to generate ideas for writing fiction books?</p> <p>How do I revise stories for greater meaning?</p> <p>How do I use storytelling and sketching to plan my stories?</p> <p>How do I write a well-elaborated event in two short episodes?</p> <p>How do I create tension with problems and challenging situations?</p> <p>How can I use a checklist to evaluate my writing?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Third Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Building a Reading Life	Students will be able to build a reading life by self-selecting books at an appropriate reading and interest level. They will write about their reading as a strategy to comprehend what they have read.	<p>Students will understand that building a reading life for themselves includes setting reading goals and choosing just-right books.</p> <p>Students will understand that readers must use many strategies to arrive at a deep understanding of text.</p> <p>Students will understand that conversations help boost understanding of text.</p>	<p>How can I make reading into a big part of my life, getting back into the swing of carrying books with me all the time and reading them often, and remembering what I have already learned about having and sharing ideas as I read?</p> <p>How can I make and live by reading goals, remembering what I know about just-right books, reading often, and reading faster, stronger, longer?</p> <p>How can I get better at checking to make sure I am making sense of what I read, and that I have strategies to use when the text is confusing to me?</p> <p>How can I use my conversation with a partner (and the time I spend reading and jotting down ideas to share) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it?</p>
Following Characters into Meaning	Students will be able to develop theories about characters across a book series. Students will be able to interpret themes from	<p>Students will understand that readers think deeply about text to understand characters and to develop theories about characters.</p> <p>Students will understand that their initial thinking about characters and themes isn't always accurate. They must read on and revise their</p>	How can I grow ideas about characters as I read across the books in a series, backing up and refining my theories as I accumulate evidence and letting those theories become more insightful as I think, read, and talk more?

	<p>texts and support their thinking with evidence from text.</p> <p>Student will be able to deepen their thinking about characters and themes as they think, reread, and talk with peers.</p>	<p>thinking.</p>	<p>How can I live inside the world of the story, identifying with the main character, seeing the world from the person's perspective, and letting all this help me predict?</p> <p>How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing to me?</p> <p>How do I synthesize my thinking about books and characters? How can I push myself to develop more thematic ideas that relate, not just to one text, but also to life and the world?</p>
<p>Non-fiction Reading</p>	<p>Students will be able to identify the underlying structures of non-fiction to help them hold onto the main ideas and key details of nonfiction texts.</p> <p>Students will be able to share their personal interests with peers and select complex high-interest texts.</p>	<p>Students will understand the differences between fiction and non-fiction.</p> <p>Students will understand that readers use different strategies to read non-fiction.</p> <p>Students will understand that readers expand ideas about content by reading across sections in books and across multiple books.</p>	<p>How can I read expository non-fiction texts in such a way that I can determine what is most important and consolidate information and ideas?</p> <p>How can I organize a rich non-fiction reading life for myself so that I read non-fiction often, and live towards goals that I set for myself as a non-fiction reader?</p> <p>How can I use my non-fiction reading strategies to 'get' what expository texts are saying—to grasp the central ideas and the supporting details? How can I use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I read?</p> <p>Even though my mind will often be full of all that I have learned while reading, can I leave space in my mind, and time in my reading, to grow ideas about the content? Can I push my thinking so that I elaborate on those ideas?</p>

<p>Mysteries</p>	<p>Students will be able to draw on what they know about fiction texts to be attentive, close readers, while being able to apply prior knowledge to the story they are accumulating.</p>	<p>Students will understand that readers search for details to better understand and make predictions about their text.</p> <p>Students will understand that readers support their thinking with text evidence.</p> <p>Students will understand that chapters will connect to what has happened in past chapters.</p> <p>Students will understand that analyzing characters and their choices will help us think deeply about the author’s message.</p>	<p>How can I read mysteries, collecting and interpreting clues so that I solve the mystery before the crime-solver does?</p> <p>How can I not only solve the mysteries, but also learn the life lessons as I do this?</p> <p>How can use my fiction reading skills and my knowledge of how fiction stories tend to go, to find clues and to make smart predictions?</p> <p>How can I become knowledgeable enough about mysteries that I can categorize the mysteries I read, seeing some as similar to and different from others?</p> <p>How can I notice and analyze characters’ personalities, motivations, choices, and responses to those choices so that I’m not just breezing through mysteries as a plot junky but am thinking more deeply about the larger messages?</p>
<p>Research Reading in the Content Area</p>	<p>Students will be able to work together within the current content area unit to create an in-depth research study of an informational topic.</p>	<p>Students will understand that researchers gather information from multiple sources to gain a deeper understanding of the topic.</p>	<p>How can I use all that I know about non-fiction reading in order to research an informational topic?</p> <p>When I’m doing this and I find different texts to address the same topic differently, can I try to puzzle over why that would be?</p> <p>How can I learn all about an informational topic and then apply that research to help me understand the topic?</p> <p>How can a research a second informational topic, doing this work with greater independence, and then apply what I learn to help me create my own ideas about the topic?</p>

<p>Test Prep</p>	<p>Students will be able to effectively analyze and respond to state test questions.</p>	<p>Students will understand that tests are a genre of reading and they require readers to use a specific set of strategies.</p>	<p>How will I use everything I know about reading to help me be successful on the state exam? How can question stems, directions, and other testing features help me be successful on the state exam?</p>
<p>Social Issues</p>	<p>Students will be able to determine the social issues, big and small, affecting the character(s) in their books.</p> <p>Students will be able to explain and discuss how characters are acting or reacting as a result of the issue they face.</p> <p>Students will be able to discuss who has power in their text and who doesn't.</p>	<p>Students will understand that we read to learn about issues in the world and in our lives.</p> <p>Students will understand how to read with a lens to see a character not just as one person, but representing a whole group of people.</p> <p>Students will understand how to apply a reading lens to the world and understand that social issues are not simple or easy to solve.</p> <p>Students will understand that reading about social issues can cause them to live differently by working to find solutions for issues in the world.</p>	<p>How can my reading help me to look at issues that exist in the world through a variety of perspectives, understanding how a person's point of view on an issue shapes what he or she thinks and sees?</p> <p>How can I read with a lens, looking at texts to locate the issues that are faced by several different characters, so that I can begin to think about how the issue plays out differently in different texts, and in different lives?</p> <p>How can I widen the lens through which I am seeing so that I see a character not just as one person, but also as representing a group of people that might face an issue in similar ways?</p> <p>How can we see multiple perspectives to an issue, and understand that the causes and solutions to issues that are neither simple nor easy to solve?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Third Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Crafting True Stories	Students will increase their volume and stamina when writing narrative pieces.	<p>Students will understand that a notebook is a tool for collecting writing.</p> <p>Students will understand that they can get valuable writing tips by studying mentor texts.</p> <p>Students will understand that narrative writers self-assess to produce published pieces.</p>	<p>How can I raise the level of my narrative writing, in particular by working on structure, development, and language conventions?</p> <p>How can I keep a writer's notebook and use my notebook as a tool for collecting focused narratives?</p> <p>How can I work on my narrative writing skills so that when I rehearse different leads to my stories and revise my flash drafts, my narrative writing gets better?</p> <p>How can I use what I notice from studying a mentor text and from learning about narrative writing to write more powerful stories?</p> <p>How do I use all I have learned about paragraphing, punctuation, and self-assessment to produce published texts?</p>
The Literary Essay	Students will be able to generate ideas about literature, craft, and support arguments based on their ideas.	<p>Students understand that a literary thesis is a strong opinion about a piece of literature.</p> <p>Students understand that a thesis statement can grow into an essay by supporting it with text evidence.</p> <p>Students understand that drafting, revising and editing an essay will result in a polished piece that fully</p>	<p>How can I write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text?</p> <p>How can I explore ideas about literature and develop a powerful thesis statement to grow into an essay?</p>

		<p>supports the ideas they want to communicate about a text.</p>	<p>How can I draft, revise, and edit an essay that clearly supports my ideas about a text?</p> <p>How can I use everything I know to write an additional literary essay, this time working with more independence?</p>
<p>The Art of Informational Writing</p>	<p>Students will be able to bring their interests into the classroom and complete high-interest writing by teaching others about a topic of expertise.</p> <p>Students will be able to identify the underlying structures of non-fiction writing to help them teach others about the main ideas and key details of a topic.</p>	<p>Students will understand that informational writing is written in organized sections.</p> <p>Students will understand that informational writing is teaching others about a topic.</p> <p>Students will understand that text features support informational writing and help the reader understand the topic.</p>	<p>How can I raise the level of my informational writing, by working on structure, development, and language conventions?</p> <p>How can I organize ways to teach a topic that I know well so the information is presented in organized categories?</p> <p>How can I draft and revise my chapters so that I practice writing with varied kinds of information and structures, elaborating on that information, and linking pieces together?</p> <p>How can I use writing time to transfer what I have learned so far in this unit to pieces of writing that I am doing in other content areas?</p>
<p>Writing Gripping Fictional Stories</p>	<p>Students will be able to write several well-elaborated, gripping short stories by focusing on a character in a small moment story.</p>	<p>Students will understand that fictional stories are more powerful and focused when based on a personal narrative and/or a character in a small moment story.</p> <p>Students will understand how to revise with intention by creating suspense?</p>	<p>How can I use what I know about writing powerful personal narratives to improve my fiction writing?</p> <p>How can I use what I know about writing with details and suspense to write interesting fictional stories?</p> <p>How can I revise my fictional stories? Can I make big changes to my story, especially pulling readers to the edges of their seats?</p> <p>How can I set new goals for my writing and write the best</p>

			possible fiction stories?
Informational Writing and Research	Students will be able to work together with the content area unit to create an in-depth research study of an informational topic.	Students will understand that we research and write about a topic by gathering information from multiple sources to gain a deeper understanding of a topic.	<p>How can I use all that I know about non-fiction reading and writing in order to research an informational topic? When I'm doing this and I find different texts to address the same topic differently, can I try to puzzle over why that would be?</p> <p>How can I learn all about an informational topic and then apply that research to help me understand my topic?</p> <p>How can I research a second informational topic, doing this work with greater independence, and then apply what I learn to help me create my own ideas about the topic?</p>
Once Upon A Time: Adapting Fairy Tales	Students will be able to write an adaptation of a classic fairy tale.	Students will understand that writers craft their own fairy tales by storytelling, planning, and drafting based on a classic fairy tale.	<p>How can I use everything I know about narrative writing to craft an adapted fairy tale?</p> <p>How can I include details in my writing that help the reader envision the characters, setting, and events?</p>
Changing the World: Persuasive Speeches	<p>Students will be able to create bold, brave opinions and develop them into a persuasive speech by gathering evidence to convince an audience.</p> <p>Students will apply everything they know about writing different speeches to write other opinion pieces in a different genre.</p>	<p>Students will understand that writers create bold, brave opinions (claim) and support it with evidence to convince an audience.</p> <p>Students will understand that writers organize persuasive writing into meaningful sections.</p> <p>Students will understand that writers apply everything they know about writing different speeches to write other opinion pieces in a different genre.</p> <p>Students will understand that writers can make a difference in the world by sharing their persuasive writing pieces.</p>	<p>How can I raise the level of my opinion writing, in particular by working on structure, development, and language conventions?</p> <p>How can I learn to draft and revise speeches in which I am trying to convince an audience?</p> <p>How can I work on organizing a speech so that I provide several reasons, with examples to convince an audience?</p> <p>How can I transfer and apply everything I know about writing speeches to write other opinion pieces in different genres?</p> <p>How can I work with a group to</p>

			incorporate text-based evidence into opinion pieces that aim to make a difference in the world?
Test Prep	Students will be able to effectively analyze and respond in written format to state test questions.	Students will understand that test prompts require an essay that is organized and aligns directly to the task given in the prompt.	How do I write an essay that is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Fourth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Launching Reading Workshop and the Reader's Notebook</p>	<p>Students will establish procedures for keeping track of their reading.</p> <p>Students will be able to choose a note-taking method that best helps them make deeper meaning of the text.</p>	<p>Students will understand that readers deepen their thinking about texts by exploring their ideas about their reading through writing.</p>	<p>How can I take the kinds of notes that help me deepen my thinking about a text?</p>
<p>Following Characters into Meaning</p>	<p>Students will be able to discuss their reading lives: the kinds of books and authors they enjoy.</p> <p>Students will be able to set goals about their reading and self-assess their progress toward goals.</p> <p>Students will be able to envision, predict, and read with fluency.</p> <p>Students will be able to study the characters in their books and develop theories</p>	<p>Students will understand that as they grow up, they will develop a reading identity.</p> <p>Students will understand that avid readers keep lists of books they want to read, discuss books often with others, and seek out specific authors' books.</p> <p>Students will understand that proficient readers envision, predict, and read with fluency.</p> <p>Students will understand that by studying characters, they grow theories that lead them to interpret theme.</p>	<p>How can I identify with characters as I read, experiencing the story alongside them, and how can I also pull back from a story to think deeply about the characters and the ideas?</p>

	<p>about them.</p> <p>Students will be able to develop themes through focused study of the characters.</p>		
<p>Reading Informational Texts</p>	<p>Students will be able to determine main ideas and supporting details.</p> <p>Students will be able to use text structures to summarize texts.</p>	<p>Students will understand that in order to synthesize nonfiction texts, they will need to pay attention to how the information is organized in the text. This organization will guide their summary.</p>	<p>How can I read all kinds of nonfiction, paying attention to the structure of each particular text and the way the text is written, in order to figure out what is important in the text and to help me organize and hold onto my thoughts about the subject?</p>
<p>Historical Fiction Book Clubs and Related Informational Reading: Tackling Complex Tests</p>	<p>Students will be able to keep track of multiple plot lines, of many characters, and of shifts in time and place.</p> <p>Students will be able to articulate significant ideas about their books, revise those ideas, and learn to reconsider, elaborate on, and defend those ideas.</p> <p>Students will be able to deepen their understanding of historical issues in their fiction texts by reading nonfiction texts.</p>	<p>Students will understand that historical fiction texts require close reading.</p> <p>Student will understand that paying close attention to significant details in the text are there to help them interpret larger messages in the story.</p> <p>Students will understand that reading historical fiction often requires the reader to cross reference nonfiction texts about the historical event or time period to deepen their comprehension.</p>	<p>How can I rise to the challenge of reading a historical fiction text with all of its complexities, making note of the complicated dimensions of the genre?</p> <p>How can I read in a way that lets me trace themes in these stories that relate across time, place, and texts?</p>
<p>Interpretation on Book Clubs</p>	<p>Students will be able to spot places in their texts where the theme is made visible.</p>	<p>Students will understand that stories are also about ideas, and that authors develop themes around those central ideas.</p> <p>Students will understand that authors address the same ideas through</p>	<p>How can I heighten my skills at interpretation so I see themes that thread through a text and that sometimes thread across many texts?</p> <p>How can I think about ways</p>

	<p>Students will be able to compare and contrast themes across texts and determine how they are handled similarly and differently across texts.</p> <p>Students will be able to discuss how different authors approach the same themes.</p>	<p>different kinds of stories and through the use of varying literary techniques.</p>	<p>in which different authors approach the same theme differently?</p>
<p>Test Prep</p>	<p>Students will be able to accurately respond to questions on the state exam by being familiar with the thinking required of them in different genres.</p>	<p>Students will understand that different genres and text structures that appear on state exams require readers to apply differing comprehension strategies to successfully respond to test questions.</p>	<p>How will I use everything I know about reading to help me be successful on the state exam?</p> <p>How can question stems, directions, and other testing features help me be successful on the state exam?</p>
<p>Nonfiction Author Clubs</p>	<p>Students will be able to reflect on their nonreading lives to select and read nonfiction texts of interest by the nonfiction authors they like.</p> <p>Students will be able to identify nonfiction techniques used by their favorite authors.</p>	<p>Students will understand that just as readers have favorite fiction authors and genres, readers often seek out and read about favorite nonfiction topics by authors whose writing styles they prefer.</p>	<p>How can I read nonfiction like a fan, getting to know a nonfiction author well enough that I recognize his or her distinctive moves?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Fourth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Writing Notebooks	Students will be able to use their writing notebook to gather ideas for all genres of writing.	Students will understand that writers don't just write when they are in a class or writing a professional piece—they use notebooks to gather and explore ideas constantly as they move through life.	How can I use my writer's notebook in a way that will allow me to constantly be gathering ideas for potential pieces of writing?
Personal and Persuasive Essay	<p>Students will be able to use a box and bullets structure to plan their essay.</p> <p>Students will be able to select the strongest evidence possible to support their thesis/claims.</p> <p>Students will be able to use what they know about personal essays to write persuasive essays that contain text-based evidence.</p>	Students will understand that regardless of the type of essay they are writing, they can utilize similar structures for planning and must include the strongest evidence possible to support their claims.	How can I raise the level of my personal and persuasive essay writing, in particular by working on structure, development and language conventions?
Arc of the Story	Students will be able to use their writer's notebook to try out possible story arcs and to develop plot and character.	Students will understand that they have acquired a number of revision strategies over the years that will allow them to write a strong narrative piece that contains a theme which can be interpreted by the reader.	How can I raise the level of my fiction writing, in particular by working on structure, development and language conventions?

	<p>Students will be able to do large scale revision that brings out the theme.</p> <p>Students will be able to work independently to write a strong narrative.</p>		
Bringing History to Life	<p>Students will be able to create research reports that are written in different text structures.</p> <p>Students will be able to come up with a focused research question, compile and organize their research, and write a research report with greater independence than prior years.</p> <p>Students will be able to ask questions, develop hypotheses, and come up with interpretations that answer their questions.</p>	<p>Students will understand that research requires focus and stamina as they seek answers to their questions across many sources. Their research will help them arrive at answers to their questions, but they must synthesize their learning across many sources.</p>	<p>How can I compile research into an informative, well-structured information report?</p> <p>How can I develop my own thinking about a topic to enrich my writing?</p>
Literary Essay	<p>Students will be able to do a close reading of the text and do a quick write essay that include</p>	<p>Students will understand that close reading allows a reader to analyze characters and themes (in one book or more than one book) and support their thinking with text-based evidence.</p>	<p>How can I learn to write literary essays that not only have a thesis that is based on close reading of the text, but that also contain passages from the text (quoted and paraphrased)</p>

	<p>evidence to support claims.</p> <p>Students will be able to do an essay with interpretations of theme drawn from craft moves made by the author.</p> <p>Students will be able to write a compare and contrast essay that compares and contrasts how two texts address the same themes similarly and differently.</p>		<p>to support the thesis?</p> <p>Can I write these essays about characters and also about themes, sometimes even writing about two texts in one essay?</p>
Historical Fiction	<p>Students will be able to research a time period with a focus on what might have occurred that would make a great story—and from there, rehearse possible plots.</p> <p>Students will be able to revise their stories for historical accuracy and believability. Students will be able to lead their reader to themes through their use of revision and craft techniques.</p>	<p>Students will understand that in historical fiction, the writer must create a setting that is historically accurate and believable and as important as the characters who lived in that time and place.</p>	<p>How do I write a historical fiction piece that accurately and vividly captures the lives of those who lived in that time and place?</p>
Test Prep	Students will be	Students will understand that they must	How do I write an essay that

	<p>able to write well organized, engaging texts that align directly to the prompt and include strong text evidence to support claims.</p> <p>Students will be able to write on-demand essays efficiently.</p>	<p>address on demand essay questions through close reading and efficient planning of a claim and supporting text evidence in order to meet proficiency in testing situations.</p>	<p>is organized, well supported by textual evidence, engaging, and that aligns directly to the task I have been given in the prompt?</p>
<p>Info Writing On a Topic of Choice</p>	<p>Students will be able to refer to the work of a favorite nonfiction author when making decisions about text structure and features for their own informational book.</p> <p>Students will be able to apply revision strategies that allow them to create structure, to avoid gaps in content being taught, and to add craft and tone.</p> <p>Students will be able to write a feature article about a topic of interest.</p>	<p>Students will understand that nonfiction writers employ specific structures to organize what they are teaching, and they make their texts interesting by using a variety of revision and craft strategies.</p>	<p>How can I take what I admire in a favorite nonfiction author's work and carry it into my own informational writing?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Fifth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Agency and Independence: Launching Reader's Workshop	Students will be able to self-select books at an appropriate reading and interest level. They will write about their reading.	Students will understand there are a variety of complexities of books. Students will understand that everyone has their own reading identity. Students will understand that good readers take notes to help make meaning of text.	What do good readers do? What makes a book a great read? What skills can I apply to make sense of text?
Following Characters Into Meaning	Students will be able to understand the complexity of characters within realistic fiction.	Students will understand that characters in books mirror real people and real-life events. Students will understand that characters influence each other. Students will understand that characters change over time. Students will be able to analyze text through the use of close reading strategies to grow new ideas.	What is the connection between real life and fictional stories? How can I connect my life to what I read? How do recognize diversity within characters?
Learning Through Reading: Non-fiction	Students will read to learn through high-interest, non-fiction texts.	Students will understand the differences between fiction and non-fiction. Students will understand that readers use different strategies to read non-fiction. Students will be able to decipher main ideas and details, summarizing a text in their own words. Students will be able to identify text structures and technical vocabulary.	How can I use all that I know about non-fiction reading and research to learn about a topic? How do I apply reading strategies based on text structure? How do my personal interests drive my learning?
Historical Fiction	Students will be able to draw on what they know about fiction texts to	Students will understand different perspectives within a historical context. Students will understand that	How can we learn from the past? Whose story is this? Whose voices aren't we hearing?

	comprehend major historical events within specific historical eras.	historical details affect and are important to the story. Students will be able to explain what power looks like, and understand how power affects people in different ways.	How does power impact people?
Interpretive Text Sets	Students will be able to decipher a theme with an analytical lens and support it with evidence.	Students will understand that big ideas lead to the theme of a text. Students will be able to determine the theme of various media. Students will be able to analyze a text through close reading strategies to grow new ideas.	What is the underlying message that the author is trying to portray? How can one grow as a person from being inspired by text? What was going on in the world when this text was written and how does it affect the story?
Fantasy	Students will be able to make sense of multiple plotlines, layered characters, and complex themes.	Students will understand symbolism. Students will understand internal and external conflict. Students will understand the varied roles characters portray in a fantasy text. Students will recognize the common structure of a fantasy story.	What is good and what is evil? What is the underlying message that the author is trying to portray?
Informational Reading	Students will be able to read many texts on a singular subject, and consolidate what they've read into a feature article.	Students will recognize bias within text. Students will gather information from multiple sources to gain a deeper understanding of a topic. Students will be able to analyze and critique the ways that different authors approach the same topic.	How do texts differ? What can I learn from multiple sources?

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Fifth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Personal Narrative and Memoir	Students will be able to write personal narratives with a character, theme, and setting.	<p>Students will understand that there are many methods to generate story ideas.</p> <p>Students will understand that stories have a deeper theme.</p> <p>Students will understand that setting and character development impact the story.</p>	<p>What do good writers do?</p> <p>Where do ideas for writing come from?</p>
Literary and Comparative Essay	Students will be able to write a claim, and support it with evidence in an essay format.	<p>Students will be able to recognize the differences between an essay and narrative writing.</p> <p>Students will be able to make a claim, and use evidence to support the claim in a structured essay format.</p> <p>Students will be able to compare and contrast two texts, two character, or two themes.</p> <p>Students will be able to use feedback to improve their writing.</p>	<p>How do the big ideas in text help shape the characters and themes?</p> <p>How do characters mirror real life?</p>
Research Based Argument Essay	Students will study different perspectives on an issue and develop reasons to support one side of the issue.	<p>Students will be able to understand that there are two or more claims to every issue.</p> <p>Students will be able to research and collect evidence in the form of examples, quotations, and facts to support a position. Students will be able to write a credible, persuasive argument.</p> <p>Students will be able to address counter arguments to their position.</p> <p>Students will recognize and appeal to their audience.</p>	<p>What is the purpose of my writing? Who is my audience?</p> <p>Why am I writing? For whom?</p>

<p>Historical Fiction</p>	<p>Students will use relevant and accurate historical details to write a historical narrative.</p>	<p>Students will understand that historical details affect and are important to the story.</p> <p>Students will elaborate on the conflict within the story.</p> <p>Students will understand different perspectives within a historical context.</p>	<p>How can we write to teach others about the past?</p> <p>What insight am I gaining about the past?</p> <p>How does power impact people?</p>
<p>Informational Writing: Reading, Research, and Writing in the Content Areas</p>	<p>Students will be able to write a feature article based on a topic that they have researched.</p>	<p>Students will summarize information and cite sources.</p> <p>Students will be able to use technology to gather information and produce a feature article.</p> <p>Students will recognize and appeal to their audience.</p>	<p>Who is my audience?</p> <p>What defines expertise?</p>
<p>Fantasy</p>	<p>Students will be able to write a narrative based in the fantasy genre.</p>	<p>Students will understand the components of a fantasy story.</p> <p>Students will craft stories that have an impactful message.</p> <p>Students will develop logical story elements: setting, characters, plot.</p>	<p>What truths are best communicated through this genre?</p> <p>How does imagination contribute to a story?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Sixth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Turning Every Student into a Reader	<p>Students will understand authors' style, tone, and mood.</p> <p>Students will read for a variety of purposes and demonstrate understanding of chosen literary works.</p> <p>Students will self monitor their reading progress.</p> <p>Students will be able to self-select books based on their interests and reading levels.</p>	<p>Students will understand that everyone has their own reading skills and works to personally improve their independent abilities.</p> <p>Students will be able to identify the author's message and relate it their own lives.</p> <p>Students will be able to understand that good readers are continuously monitoring their personal growth.</p>	<p>How can I adjust my reading purpose based on the genre of the text?</p> <p>How can I apply reading strategies to improve my reading?</p> <p>How do I monitor my own reading progress?</p> <p>How can I commit to a life of literacy by selecting works that help me increase my knowledge personally, as well as develop, a worldly understanding?</p>
Studying Characters Through Key Details: Utilizing a Reader's Notebook	<p>Students will be able to understand and discuss the writer's craft of character development.</p> <p>Students will be able to have meaningful discussions to increase and deepen their initial</p>	<p>Students will be able to identify the setting, analyze the protagonists, and the antagonists.</p> <p>Students will be able to cite textual evidence that supports the reader's analysis of the character.</p> <p>Students will be able to identify how characters change over time.</p>	<p>How can I use my own experiences to relate to characters?</p> <p>How can I connect the author's words as they relate to my understanding of direct and indirect characterization?</p> <p>How can I connect characters to other pieces of literature, my life, and the world around me? How does this connection</p>

	understanding of literature.		help to deepen my understanding of the story?
Reading For Perspective	Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details.	<p>Students will be able to read critically in order to understand perspective within a text.</p> <p>Students will be able to convey their understanding of perspective and positioning within a text.</p> <p>Students will make critical decisions based on their reading.</p>	<p>How can I read to analyze how an author develops certain perspectives and power positions in a story or another kind of text?</p> <p>How do literary elements affect theme, setting, and plot?</p> <p>How do different types of text approach similar themes and topics?</p>
Reading Across Genres to Deepen Thinking About Social Issues	<p>Students will be able to relate to nonfiction and fiction articles.</p> <p>Students will be able to collaborate and present information to an audience about their findings in the text.</p> <p>Students will be able to understand and discuss the writer's crafts.</p>	<p>Students will be able to identify and analyze a central idea of a social issue through various texts.</p> <p>Students will identify social issues that evokes a call to action.</p> <p>Students will be able to write and discuss different points of view on the same literature topic.</p> <p>Students will compare and contrast texts in different genres in terms of their approaches to similar themes or topics .</p>	<p>How can I read to be alert to social issues?</p> <p>How can I understand an author's craft?</p> <p>How can I use my understanding of figurative language to deepen my understanding of the text?</p> <p>How can I apply what I've learned from texts to gain new perspectives on social issues?</p> <p>What strategies do I use to help determine the author's underlying message?</p>
Non-fiction Book Clubs: Authors, Series, and News Journals	Students will be able to read a variety of high-interest non-fiction texts.	<p>Students will be able to identify non-fiction topics of interest.</p> <p>Students will be able to understand and identify when an author uses a variety of text structures.</p> <p>Students will use a variety of visuals to enhance a presentation.</p> <p>Students will be able to analyze information gathered from a variety of texts, both print and digital.</p>	<p>How can I explain non-fiction information using specific vocabulary identified in the text?</p> <p>How can I apply what I have read in non-fiction texts and draw my own conclusions about past?</p> <p>How will I be able to summarize non-fiction with supportive details?</p> <p>How can I use what I read to better understand the world around me?</p>

		<p>Students will understand and use key comprehension and note-taking strategies to read non-fiction.</p> <p>Students will understand the differences between fiction and non-fiction.</p> <p>Students will be able to identify main ideas and supporting details, using key vocabulary in the text.</p>	
<p>Historical Fiction Unit</p>	<p>Students will be able to identify the theme.</p> <p>Students will understand how symbolism is used to enhance comprehension.</p>	<p>Students will understand that historical events have an impact and assist author's when conveying their messages.</p> <p>Students will be able to clearly identify the theme(s) and give supporting evidence from the text.</p> <p>Students will be able to identify portions of a novel that are historically based and aspects that are fictional.</p> <p>Students will understand that historical details are critical to understanding historical fiction.</p>	<p>How do I learn about the past through historical fiction literature?</p> <p>How does historical fiction help me to understand past events and how they affect the world?</p> <p>Who has power? How do I recognize the need for and effect of power through history?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for Writing

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Sixth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Personal Narrative: Crafting Life Stories	Students will be able to write a personal narrative which reflects an overarching theme.	<p>Students will understand the difference between a small moment and a defining moment.</p> <p>Students will collect defining moments and draft with stamina and purpose.</p> <p>Students will understand that setting and character development impact the story.</p> <p>Students will revise writing through the lens of craft, story, and purpose.</p>	<p>How do good writers share their past experiences with depth and focus?</p> <p>How can I tell my own stories by researching defining moments in my life and learning the narrative craft that lets me tell these stories with grace and power?</p> <p>How can I express myself through writing in the clearest way possible?</p>
Raising the Level of Reading Notebooks: Journal Writing	Students will independently journal about their reading at high levels.	<p>Students will be able to write about their understandings of literature as it relates to their experiences and create new understandings.</p> <p>Students will engage in meaningful discussions about their reading and writing.</p>	<p>How can we make the invisible work of comprehension more visible?</p>
Persuasive Essays	Students will be able to create a claim and give clear evidence to support the viewpoint.	<p>Students will be able to be able to conduct research to support their claim.</p> <p>Students will be able to conduct research and organize what they read in a meaningful essay format.</p>	<p>How can I be a compelling persuasive writer?</p> <p>How can I find meaningful topics?</p> <p>How can I raise the level of my persuasive essay?</p> <p>How can I present claims and findings in a sequential format using details and facts to clearly identify main ideas and themes?</p>

Literary Essay	Students will make a compelling argument with logical evidence to support their claim.	<p>Students will be able to develop compelling arguments about characters.</p> <p>Students will support their ideas with carefully chosen evidence.</p> <p>Students will write to explore literary themes, issues, and lessons relevant to their lives.</p> <p>Students will understand that an author's theme/message may be interpreted differently based on purpose.</p>	<p>How is the life I live connected to what I read and express in writing?</p> <p>Why do my ideas about books matter?</p>
Fiction Writing	Students will use creative formats to publish their writing: picture book, podcast, short story anthology, etc.	<p>Students will be able to collect ideas for characters that tackle social issues.</p> <p>Students will be able to draft with a strong purpose and revise in meaningful ways.</p> <p>Students will be able to use narrative techniques to develop their narrative piece that unfolds naturally and logically.</p> <p>Students will demonstrate sequencing of events through various transitional words and appropriate detailed language.</p> <p>Students will choose from multiple ways to publish their writing.</p>	<p>How can I learn to tell realistic fiction stories that tackle social issues?</p> <p>What does the publishing process look like for me?</p>
Informational Writing: Nonfiction Book	Students will be able to research and select information that is reliable as well as understandable.	<p>Students will be able to teach others about a topic.</p> <p>Students will use multiple resources to make their writing powerful.</p> <p>Students will use multiple resource to validate their findings.</p> <p>Students will use mentor texts to inspire ideas and learn new strategies.</p> <p>Students will use a formal style of English to present their idea.</p>	How can I immerse myself in a topic by researching and note taking with power and purpose, draft an informational essay, and take my work to a published piece?

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Seventh Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Memoirs</p> <p>Launching Reading Workshop</p>	<p>Students will be able to use what they know about narrative structure to create a series of linked personal narratives to communicate a theme reflecting their lives and experiences.</p> <p>Students will be able to read and talk with insight about texts, recognizing their own strengths and weaknesses as a reader.</p>	<p>Students will understand that everyone has their own reading identity.</p> <p>Students will understand that they must learn to read beyond the author's print: read between the lines.</p> <p>Students will learn the art of literature conversation.</p> <p>Students will understand how to convey something meaningful about themselves so that others can see the importance of the memoir.</p> <p>Students will understand the various ways to structuring a memoir.</p> <p>Students will understand what it takes to revise and publish a written piece.</p>	<p>How can I craft a meaningful memoir that reveals something important about my character and experience?</p> <p>How can I use what I know of narrative structure to bring out an important meaning through linked stories and written reflection?</p> <p>How can I show independence over my reading by tackling challenges, reading and talking with insights, and striving to outgrow ourselves as readers?</p>
<p>Fantasy and Dystopian Book Clubs</p> <p>Fantasy Writing</p>	<p>Students will be able to identify the complex themes and ideas of a text by citing textual evidence and reflect on the complexity of those themes through writing about their reading.</p> <p>Students will be able to craft</p>	<p>Students will understand the characteristics specific to the fantasy genre.</p> <p>Students will understand how to write about their reading in order to gain new understanding of how elements of story interact.</p> <p>Students will understand what textual evidence is and how it relates to a larger theme.</p>	<p>How can we deepen our understanding of the way authors develop characters, including:</p> <ol style="list-style-type: none"> 1. the way characters are shaped by their setting, 2. their roles and relationships, 3. how they suggest universal themes <p>in order to come to deeper insights about literature and what literature suggests about the world?</p>

<p>Research-Based Argumentative Essays using Non-fiction Text Sets</p>	<p>Students will be able to read a variety of texts to recognize multiple perspectives on a specific issue.</p> <p>Students will write compelling evidence-based argument-essays by collecting and organizing evidence to support their claim.</p>	<p>Students will understand perspective within a text.</p> <p>Students will understand how to formulate a personal opinion on a specific topic.</p> <p>Students will understand how to gather information from a variety of sources to support a given stance.</p>	<p>How can we compose compelling evidence-based arguments to persuade the audience about urgent issues that affect us and others?</p> <p>How can we read in such a way that we develop more nuanced understandings of an issue, learning to weigh and evaluate evidence, compare perspectives, and analyze arguments?</p>
<p>Developing Analytical Close Reading Practices Across Genres</p> <p>Literary Essay: Writing About Themes In and Across Texts</p>	<p>Students will be able to analyze a piece of writing through close reading to grow new ideas across genres.</p> <p>Students will be able to recall and reflect across texts by providing textual evidence to analyze themes and ideas.</p>	<p>Students will understand how to read closely to develop new understanding of complex texts.</p> <p>Students will understand how themes are developed across a text.</p>	<p>How can I analyze a piece of text closely by: reading closely analytically, realizing that no detail is too small to rethink and connect to a theme or message, and that while details differ, important themes cut across different books and different genres?</p>
<p>Writing Realistic Fiction (Symbolism, Syntax, and Truth)</p> <p>Realistic Fiction Book Clubs</p>	<p>Students will be able to create and develop meaningful stories using writing devices reflective of the realistic fiction genre of writing.</p> <p>Students will be able to use figurative language, symbolism, imagery, rhythm, and dialogue to enhance their writing.</p> <p>Students will be able to identify writing strategies and</p>	<p>Students will understand how to create fictional writings that reveal truths about their own particular circumstances, longings, and struggles.</p> <p>Students will understand how to interweave symbolism and imagery throughout their writing to bring out the true meaning of the story to their audience.</p>	<p>How can I write and develop fictional writing in order to: reveal intended meanings and underlying themes to the reader, incorporate symbolism and imagery to enhance the overall quality of the written work, and utilize pacing and rhythm to highlight meanings?</p> <p>How can I read closely with a writer's lens to learn techniques for writing through mentor texts and master authors?</p>

	<p>devices by analyzing mentor texts and incorporating investigated strategies in their own writing.</p>		
<p>How to Eat a Poem</p> <p>Writing Poetry</p>	<p>Students will be able to analyze poetry and its many forms.</p> <p>Students will be able to rely on their own creative style to write poetry.</p>	<p>Students will understand creative forms of writing.</p> <p>Students will recognize their creative path as a writer.</p> <p>Students will understand poetic form.</p> <p>Students will understand the author's use of symbolism.</p>	<p>How can I read and reread a poem until I know how it works?</p> <p>How can I pour my heart into the art of poetry, using other poets' work as craft mentors, working towards publishing a chapbook and presenting poetry through performance?</p>
<p>Non-fiction Reading: Comprehension of Print, Digital, and Primary Source Information Texts</p> <p>Historical Documentaries</p>	<p>Students will be able to analyze various perspectives through informational texts.</p> <p>Students will be able to create a documentary analyzing historical texts.</p>	<p>Students will understand the validity of primary and secondary sources.</p> <p>Students will understand various angles of historical events.</p> <p>Students will understand the importance of historians: preserving history to tell a compelling story.</p>	<p>How do we learn to read dense print and digital texts, as well as primary and secondary historical sources more closely?</p> <p>How can we write an informational text to examine an angle to a historical account, gather and incorporate research, and convey and analyze the information in a meaningful way?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Eighth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Relationship between text and person Varieties of media</p>	<p>Based on previous reading experience, students will develop a powerful, independent, deeply personal relationship with text.</p> <p>Students will craft narrative nonfiction to illuminate social issues while remaining cognizant of audience and purpose.</p>	<p>Students understand what motivates them to read.</p> <p>Students understand how to investigate materials that support personal interest/motivation</p> <p>Students understand how to read, view, interpret, analyze, and apply journalistic techniques in their own writing.</p>	<p>How can I understand my own reading preferences which develop my mind, heart, imagination, connections with others, and expand my perspective?</p> <p>How can I make myself more alert to the details and drama in everyday life in order to notice stories that are worth reporting? How can I improve my use of language to make my writing both powerful and concise? How can I enter the minds of my readers to think through how craft and story can pull an audience to my article?</p>
<p>What do I want to know and how will I find out? How will I present my findings?</p>	<p>Students will be able to objectively read and analyze text to support research goals</p> <p>Students will be able to think through possible stances on a topic in order to formulate own opinions and organize and angle evidence to support claims and main points.</p>	<p>Students approach reading with an open mind, develop on-going questioning of research and validity of resources.</p> <p>Develop and present a claim based on reliable resources.</p>	<p>How can we research in such a way that we suspend judgment on an issue as we research and evaluate ideas while analyzing the validity and strength of arguments?</p> <p>How can we acknowledge conflicting viewpoints while simultaneously using varied types of evidence to support our own evidence supported viewpoint?</p> <p>At the same time, how can I weigh research to determine what will best drive my point home as well as refine my stance on the issue as new information comes to light?</p> <p>How can I use writer's and speaker's craft to help convey my message?</p>

<p>Communicating effectively and efficiently in a variety of situations is a vital life skill</p>	<p>Students will be able to prepare, adjust, and present speeches of various genres based on objectives and audience. Students will work in groups to write creatively.</p>	<p>When communicating, adjust information and presentation style based on purpose and audience.</p>	<p>How can we adjust information and presentation style for a variety of purposes (ex: entertaining, informing, persuading, demonstrating, instructing, etc.)? How can we filter out information delivered to us to decipher fact from opinion, biased versus unbiased, etc.?</p>
<p>Symbolism, author's technique, literary devices Personal voice, personal insights, emotion, literary devices</p>	<p>Understand not just the literal words on the page, but what is symbolized or hinted at that points to more complex themes. Analyze the many ways that a poem works to get across complex ideas and emotions. Write on more than one level. Focus on specific technique, shape and word choice to ensure personal poetry represents observations, feelings, and insights. Emphasize meaning with selection and voice.</p>	<p>Understand the meaning of literature/poetry and how the author's techniques affect the meaning. Use personal inspiration and poems read to push forward meaning in personal poetry. Fearlessly experiment with visions for poetry. Find my own voice in poetry.</p>	<p>How can I read and reread a poem until I know how it works - why it looks the way it does on the page, how each part makes sense with the whole poem, and how specific words and phrases in the poem mean more than they would in other contexts? How can I use ideas from other poets in my own writing, revise over and over for meaning, and tailor both my writing and my speaking to showcase my beliefs and the power of poetry for all to see?</p>
<p>Author's craft, structure, text connections, archetypal characters, allusions Connections: book to self and book to writing fan fiction</p>	<p>Consider why events occur the way they do, infer about the characters' motivations, desires, and emotional states, analyze the impact of setting as the story unfolds. Collect significant evidence and organize</p>	<p>Practice evidence-based argument, debating interpretations, weigh the best evidence-based argument, compare and contrast texts. Deepen relationships with books by setting them to literary analysis.</p>	<p>How can I read to notice and analyze how authors write to convey themes, including authors' use of archetypal characters and allusions to other texts? How can I push the analysis in my writing about reading to nuanced and complex places, while exploring different writing genres, including literary essay and fan fiction?</p>

	<p>evidence into cohesive drafts in a literary essay about a text.</p> <p>Carry over analysis from reading into writing by mimicking the style of the author, incorporating the setting, the characters, and the issues they face into personal writing in the form of fan fiction.</p>		
<p>How can I be more successful in reading/bridging my knowledge between texts?</p> <p>Thematic essay Author's craft essay Comparative essay</p>	<p>Deepen a connection to literature.</p> <p>Analyze the theme of a text</p>	<p>Be a confident reader who can choose enjoyable books to read for pleasure on one's own and advocate for self.</p> <p>Understand the different purposes/situations for a variety of writing genres.</p>	<p>How can I harness a toolkit of strategies to read challenging texts deeply, comparing and contrasting these texts to others, leading literary conversations, and becoming an expert on authors and literary traditions?</p> <p>How can I transfer all that I know about reading powerfully and about writing literary essays to the challenge of writing well-developed essays about the themes and craft of different texts?</p>
<p>Vocabulary/ Spelling (throughout the year)</p>	<p>Students will increase their understanding and ability to use/understand some of the most commonly used words in the English language while also expanding their vocabulary usage.</p>	<p>Life-long learners are continuously growing their vocabulary knowledge in both usage and understanding.</p>	<p>How can I discover the meaning of unknown vocabulary words?</p> <p>How can I incorporate new vocabulary words into my daily conversation, informal, and formal writing?</p>
<p>Independent Reading (throughout the year)</p>	<p>Students will choose their own reading material.</p>	<p>Lifelong learners continuously seek out a variety of materials to read for a variety of purposes.</p>	<p>How do I decide what books will be interesting to me and appropriate for my reading level?</p> <p>How do I decide what to read when I need information?</p>

<p>Grammar Instruction (throughout the year)</p>	<p>Students will use correct grammar, spelling, and mechanics.</p>	<p>In order for my written communication to be effective, my grammar must be correct.</p>	<p>How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message?</p>
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Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Ninth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Study Skills	Students will set short term and long term goals Students will learn effective organization methods. Students will learn and practice reading and note-taking strategies.	Study strategies can save time and improve achievement.	How can I effectively organize my schedule and materials to accomplish all of my tasks? How can I set and work towards my goals? How can I increase my level of achievement?
Mythology and <i>The Odyssey</i>	Students will identify major Greek and Roman deities. Students will research a mythological character and role-play that character in an oral presentation. Students will study characterization and analyze the main character in <i>The Odyssey</i> . Students will identify elements and themes in an epic poem.	The ancient stories of mythology have shaped contemporary human art, literature, and thought. Studying ancient literature can help us understand ancient peoples. A hero reflects the norms and values of his or her society. Heroes are often flawed or conflicted.	What can I learn about ancient Greek and Roman life by studying their gods and goddesses? What predictions can I make for Odysseus' journey? What are my opinions of Odysseus' choices?
Prejudice Literature Unit – small group novels (novel choices)	Students will identify and evaluate instances of prejudice in	Individuals benefit from valuing others perspectives and seeing things through the eyes of others. The society affects the	How can prejudice and discrimination lead to injustice? What responsibility do individuals have to protect the innocent? What happens when people fear what

<p>may include: <i>To Kill a Mockingbird, Parrotfish, Dark Dude, Monster, The Absolutely True Diary of a Part-Time Indian</i>)</p>	<p>literature to understand what prejudice is and why it is wrong. Students will identify and visually present important scenes or ideas from a novel. Students will identify and present themes of a novel. Students will draw connections between literature and their own lives.</p>	<p>individual. Individuals have the capacity for good and evil.</p>	<p>they do not understand? How do appearances not always reflect reality? How do people tend to judge others by their own standards?</p>
<p>Shakespeare's <i>Romeo and Juliet</i></p>	<p>Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts. Students will learn about Shakespeare's life and times. Students will identify dramatic elements such as irony, allusion, foil, and dramatic conventions.</p>	<p>Shakespeare has an uncanny ability to provide a window into the human soul. Love at first sight may be an illusion. Senseless fighting can lead to disastrous consequences.</p>	<p>At what age are individuals mature enough to handle a relationship/marriage? In what ways do little decisions/choices affect our lives and our big achievements/responsibilities/tragedies? What are the components of a tragedy and how are they used in <i>Romeo and Juliet</i>?</p>
<p>Human Rights Literature</p>	<p>Students will identify and evaluate instances of human rights abuses in literature to understand</p>	<p>All individuals have fundamental human rights. When rights are abused, society has an obligation to take action. Stories of human rights abuses can help readers understand the rights and the</p>	<p>What rights should all humans have? What happens when an individual or group suffers a loss of rights? How can human rights abuses be prevented?</p>

	<p>what human rights are and why they should be protected. Students will identify and define important vocabulary words.</p> <p>Students will understand the history and purposes of the United Nations</p> <p>Students will understand the Universal Declaration of Human Rights.</p>	<p>need to protect them.</p>	
<p>Human Rights Research Project</p>	<p>Students will use the research process to learn about a human rights abuse that occurred after 1945.</p> <p>Students will evaluate online sources of information for reliability and relevance.</p> <p>Student will present research findings in a 2-3 minute speech using effective speech techniques.</p> <p>Students will write a business letter or email to request further information or action be taken relevant to the topic.</p> <p>Students will write a realistic creative piece inspired by and based on research.</p>	<p>Using the research process, I can access reliable information and take steps to become an expert in my topic.</p> <p>I can persuade someone to take action through the business letter or email I compose.</p> <p>I can inform and influence an audience through a well-rehearsed speech.</p>	<p>How can I find relevant information in databases or on the Internet?</p> <p>How can I become an expert in my topic?</p> <p>How can I craft, rehearse, and present my speech?</p> <p>How can I select a recipient and then write an effective business letter or email?</p>

Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
Independent Reading (throughout the year)	Students will choose their own reading material and evaluate their choices.	People read for pleasure and information throughout their lives.	How do I decide what to read for fun? How do I decide what to read when I need information?
Grammar Instruction (throughout the year)	Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.	In order for my written communication to be effective, my grammar must be correct.	How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Tenth Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Questioning Authority, but Listening Carefully (novel choices may include: <i>Lord of the Flies</i>, <i>Fahrenheit 451</i>, <i>The Silenced</i>, <i>Feed</i>)</p>	<p>Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. Students communicate with others to create interpretations of text. Students write analytical or argumentative pieces, citing evidence from the text.</p>	<p>Humans can have a lust for power and control that can lead to questioning authority and creating new social structures. Humans are capable of reaching great heights as well as great depths.</p>	<p>Do the ends always justify the means? Why is power so attractive? Is power, by its nature, corruptive? What makes a leader effective? Why is leadership necessary in society? How do individuals acquire power?</p>
<p>Short Stories</p>	<p>Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. Students communicate with others to create interpretations of text.</p>	<p>Identifying literary techniques in a work can enhance understanding. Discussion about a story can facilitate creation of meaning.</p>	<p>What is a theme of this story? What is a main conflict in this story? How does irony work in this story? What other techniques are important in this story?</p>
<p>Poetry</p>	<p>Students will study the backgrounds of major poets to make connections between their</p>	<p>A poet's life experiences will influence the poems they write. Poetry is a way of writing that imparts full meaning in a condensed form.</p>	<p>How are the life experiences of this poet reflected in his/her work? What meanings can be drawn from this poem? How do poetic techniques enhance the impact of a poem?</p>

	<p>lives and works. Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts. Students will compose original poems following specific formats.</p>		
Careers and Resumes	<p>Students will create resumes and cover letters that are appropriate for current use and in senior portfolios. Students will learn appropriate interviewing techniques and job application strategies.</p>	<p>The strategies I use to apply for jobs now can carry over into my future career plans. My written resume is a reflection of my skills and abilities on paper. I can learn and practice effective techniques for interviewing.</p>	<p>How can I craft a resume that will make me attractive to an employer? How can I best present myself? How can I perfect my interviewing skills?</p>
Shakespeare's <i>Macbeth</i>	<p>Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.</p>	<p>Shakespeare has an uncanny ability to provide a window into the human soul. Overarching ambition can lead to dire consequences. Desire for power is not unique to men.</p>	<p>Can a lust for power lead to loss of humanity? To what extent does the supernatural motivate Macbeth's actions? Is our future beyond our control? Do people have to be responsible for their actions? Can wanting something too much lead us to do things against our nature?</p>
Reading and Writing Workshop	<p>Students interpret, analyze, and evaluate text in order to extend understanding and appreciation. Students choose and apply appropriate strategies that</p>	<p>Understanding can be developed through exploration of theme, character, and language in any work. Writing can be crafted, strengthened, and refined through the editing and revising process. In order for my written communication to be effective, my grammar must be correct.</p>	<p>What do readers think about before, during, and after reading? How do I study a text to analyze its components? How do I organize clearly to communicate my message with impact?</p>

	facilitate the development of fluent and proficient use of the language arts, including the use of technology.		
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building one's vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
Independent Reading (throughout the year)	Students will choose their own reading material and evaluate their choices.	People read for pleasure and information throughout their lives.	How do I decide what to read for fun? How do I decide what to read when I need information?
Grammar Instruction (throughout the year)	Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.	In order for my written communication to be effective, my grammar must be correct.	How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Eleventh Grade

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Early American Lit (up to 1800)	Students are able to identify common characteristics of early American literature and discuss some different types of authors and their influences and importance.	Literature from a certain time period has common characteristics. American literature reflects the values, beliefs, history, and culture of a dynamic and diverse society. American literature is a force for political, social, and cultural change.	Why do we bother to read the literature of the past? How have forms of literature developed over time? How does American literature help us understand what it means to be an American?
Romanticism and Transcendentalism	Students are able to identify common characteristics of Romantic and Transcendentalist literature and discuss some different types of authors and their influences and importance.	Literature from a certain time period has common characteristics. American literature reflects the values, beliefs, history, and culture of a dynamic and diverse society. American literature is a force for political, social, and cultural change. American literature tests the boundaries of democracy and free speech.	Why do we bother to read the literature of the past? How have forms of literature developed over time? How does American literature help us understand what it means to be an American?
Realism	Students are able to identify common characteristics of Realist literature and discuss some different types of authors and their influences and importance.	Literature from a certain time period has common characteristics. American literature reflects the values, beliefs, history, and culture of a dynamic and diverse society. American literature is a force for political, social, and cultural change. American literature tests the boundaries of democracy and free speech.	Why do we bother to read the literature of the past? How have forms of literature developed over time? How does American literature help us understand what it means to be an American?
Junior Term Paper	Students will effectively conduct research on a topic of their choice and write up their research with correct documentation.	Research is a process that takes time and planning. Plagiarism is dishonest and is unacceptable in all forms of writing. Facts from research, when used correctly, strengthen writing. A writing format (such as APA) provides consistency in writing.	Why is it important to give appropriate credit to others who have contributed to your understanding of a topic? How do strong research skills help me in my everyday life? What makes a source reliable? How do I know when I have

			enough information to answer my question thoroughly?
Modernism and Harlem Renaissance	Students are able to identify common characteristics of Modernist literature (including during the Harlem Renaissance) and discuss some different types of authors and their influences and importance.	Literature from a certain time period has common characteristics. American literature reflects the values, beliefs, history, and culture of a dynamic and diverse society. American literature is a force for political, social, and cultural change. American literature tests the boundaries of democracy and free speech.	Why do we bother to read the literature of the past? How have forms of literature developed over time? How does American literature help us understand what it means to be an American?
Post-modernism (a.k.a. Contemporary)	Students are able to identify common characteristics of post-modern literature and discuss some different types of authors and their influences and importance.	Literature from a certain time period has common characteristics. American literature reflects the values, beliefs, history, and culture of a dynamic and diverse society. American literature is a force for political, social, and cultural change. American literature tests the boundaries of democracy and free speech.	Why do we bother to read the literature of the past? How have forms of literature developed over time? How does American literature help us understand what it means to be an American?
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
Independent Reading (throughout the year)	Students will choose their own reading material and evaluate their choices.	People read for pleasure and information throughout their lives.	How do I decide what to read for fun? How do I decide what to read when I need information?
Grammar Instruction (throughout the year)	Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.	In order for my written communication to be effective, my grammar must be correct.	How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Novels (Grades 11 & 12)

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Making a Difference	Discuss how individuals and groups can effect change in their society.	Reading novels can be a means for self-understanding and self-appreciation. Individuals and groups can effect change in their society.	How do human beings respond to adversity? What is one's responsibility in questioning authority? How do others react to those who question? How can an individual bring about social change? What happens when an individual challenges the system?
Personal and Social Responsibility	Discuss what it means to be responsible, personally and socially.	Reading novels can be a means for self-understanding and self-appreciation. There are often roles and expectations for individuals in society.	What is the responsibility of the individual towards society? What responsibility do individuals have to protect the innocent?
Relationships	Discuss different kinds of relationships and what makes them healthy or unhealthy.	Reading novels can be a means for self-understanding and self-appreciation. Novels can provide examples of healthy and unhealthy relationships.	What makes a healthy relationship? How do the characteristics of a healthy relationship change depending on what kind of relationship it is?
Individuality vs. Conformity	Discuss when it might be important to fit in and when it might be important to be an individual.	Reading novels can be a means for self-understanding and self-appreciation. Society pressures people to live up to its expectations but does not always appreciate people's individual need to be true to themselves and not compromise their dignity.	How important is it to fit in? Does society appreciate diversity? Does being different cause alienation?
Dystopian	Discuss the elements of a dystopian novel.	Dystopian novels often involve totalitarian governments, oppression, squalor, and a lack of choice and individuality. Dystopian novels are often intended as a warning.	What factors/situations combine to form dystopia? What aspects of utopia/dystopia does our current society have? What happens to the individual/ the group in a dystopia? How important is it for people to have choices?

<p>Quest for Identity</p>	<p>Discuss how ethical values, cultures and institutions can contribute to forming individual identity.</p>	<p>Reading novels can be a means for self-understanding and self-appreciation Ethical values, cultures, and institutions shape identity and behavior.</p>	<p>If the plot of the novel is a quest or journey, what is the narrator searching for? What is identity? How can one develop identity and self-awareness?</p>
<p>Coming of Age</p>	<p>Discuss the process and consequences of becoming an adult.</p>	<p>Reading novels can be a means for self-understanding and self-appreciation. As children mature, they begin to understand that life is not perfect. In order to be happy, adults need to accept that life is never going to be perfect. Individuals are responsible for making their own happiness and meaning out of life.</p>	<p>What does the individual lose or give up through the process of self-discovery? What understandings are necessary for a child to become an adult? How can we define the difference between a child and an adult?</p>
<p>Mystery and Suspense</p>	<p>Discuss the elements of mystery and suspense novels.</p>	<p>Novelists can use elements of mystery and suspense for entertainment and to develop theme.</p>	<p>How is mystery created in a novel? How is suspense built in a novel? How can mystery and suspense be used for entertainment? How can mystery and suspense be used to develop theme?</p>
<p>Senior Exhibitions</p>	<p>Students familiarize themselves with Gardner's Multiple Intelligences Theory. Students create projects that demonstrate an understanding of Gardner's Multiple Intelligences Theory. Students use what they have learned from the Interpersonal Unit to create a speech that will introduce their project to their peers.</p>	<p>There are multiple ways to demonstrate intelligence as a human being. Great presentations contain a variety of well-placed elements. Revision is an important part of visual communication (as well as written communication).</p>	<p>How do I showcase my best skills as a student and as a communicator?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Communications

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Interpersonal Speech	<p>Students learn more about their individual communication styles to better communicate with others (MBTI). Students present information about themselves in a variety of formats. Students practice creating effective and visually appealing presentations for their speeches.</p>	<p>Before you can effectively communicate with others, it is important to understand how you, yourself, tend to communicate. Communication is often tied to personality type, and there is no one best type. Speeches are visually enhanced by creative and unique presentations.</p>	<p>Why do people tend to communicate in different ways? Is the effectiveness of a communicator an inborn trait? How do we go about understanding our strengths and weaknesses as speakers? How do I create a visual presentation that adequately complements the information in my speech?</p>
Senior Exhibitions	<p>Students familiarize themselves with Gardner's Multiple Intelligences Theory. Students create projects that demonstrate an understanding of Gardner's Multiple Intelligences Theory. Students use what they have learned from the Interpersonal Unit to create a speech that will</p>	<p>There are multiple ways to demonstrate intelligence as a human being. Great presentations contain a variety of well-placed elements. Revision is an important part of visual communication (as well as written communication).</p>	<p>How do I showcase my best skills as a student and as a communicator?</p>

	introduce their project to their peers.		
Persuasive Speech	Students will research and analyze the top techniques speakers use when communicating persuasively. Students will incorporate effective persuasive techniques into their own speeches (when doing projects in this unit).	Using persuasion in our speech is something that endures in various parts of our culture. The best speakers are aware of ways they can motivate their audience to take action.	Who uses persuasion in their speech? Are there different ways to persuade others to act on the message we are communicating to them? Are some persuasive techniques more effective than others?
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
Independent Reading (throughout the year)	Students will choose their own reading material and evaluate their choices.	People read for pleasure and information throughout their lives.	How do I decide what to read for fun? How do I decide what to read when I need information?
Grammar Instruction (throughout the year)	Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.	In order for my written communication to be effective, my grammar must be correct.	How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?

Lake Mills School District

Year at a Glance Scope and Sequence for Reading

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Comparative Literature & Creative Writing

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Shakespeare/ Drama (first quarter)	Identify types and elements of drama Analyze literary elements and how they develop theme Compare/contrast different productions of the same play	Drama is a unique genre with its own set of conventions and elements. Different directors may stage the same play in different ways.	What special considerations are needed when interpreting drama? How can the particulars of a stage production affect the audience's interpretation of a play?
Senior Exhibition (second quarter)	Apply a theme to an individualized project Communicate an important idea to an audience of peers, educators, and the community using a multimedia presentation Apply Gardner's theory of Multiple Intelligences Plan, research, revise and edit as needed to communicate clearly Orally introduce the presentation to a live audience	People can learn and show knowledge in various ways. Quality multimedia presentations require time and planning to create. The intended audience influences what is communicated and how it is communicated.	How does the intended audience affect my creative process? How can I activate multiple intelligences in myself? What ideas do I want to communicate to my community?
Lit: Graphic Novels (titles may include <i>Maus II</i> or <i>Blankets</i>)	Students will increase understanding of the graphic novel	Graphic novels can serve as historical fiction and/or memoir. The author's identity can	How does the identity we create differ from the person we are? How does the role of the

	<p>genre. Students will recognize social themes in graphic novels and be able to critically analyze these pieces as “literary texts.”</p>	<p>or cannot be separated from the writing.</p>	<p>author reflect on his/her writing? What is the effect of childhood or young adulthood on an individual’s personality?</p>
<p>Creative Writing: Graphic Novels on a small scale</p>	<p>Students will capture brief moments in their own lives, depicting the memory graphically.</p>	<p>Writers can convey meaning through graphic representations, with little or no text.</p>	<p>How does an audience interpret my meaning with little or no text? How can I use story boards to write a graphic novel? How can I use technology tools to create a graphic novel?</p>
<p>Lit: Personal Tragedy and Finding One’s Voice - comparative novel pairings (titles may include <i>The Glass Castle</i>, <i>Speak</i> and <i>I Know Why the Caged Bird Sings</i>)</p>	<p>Students will analyze literature and connect to characters’ struggles and triumphs. Students will identify themes of overcoming adversity.</p>	<p>Finding and exploring a writer’s voice is crucial to understanding literature.</p>	<p>What does a novel say about personal tragedy? How do people react to crisis and heal from crisis?</p>
<p>Creative Writing: Personal Narrative</p>	<p>Students will utilize a writing workshop approach to craft meaningful personal narratives.</p>	<p>When I find my own voice, my writing is powerful.</p>	<p>How do I identify topics for my personal writing? How do I plan, revise, edit, and share my writing with a community of writers?</p>
<p>Lit: Poetry</p>	<p>Students will read and listen to a variety of poems and poetic forms. Students will read poetry from different time periods and cultures. Students will identify and discuss techniques used by the poet. Students will analyze and discuss poems through the language and techniques used</p>	<p>Studying poetry can help me understand the world I live in through a different lens.</p>	<p>How can I understand a poem by studying it carefully?</p>

	by the poet.		
Creative Writing: Poetry	Students will review poetic techniques, such as metaphor, imagery, alliteration, personification, etc. Students will practice incorporating these techniques into our own writing.	I can create impactful poetry by utilizing poetic techniques.	How can I incorporate my own ideas into my poetry? How can I improve my poetry?
Additional novel study (undecided)	Students will read novels that have the potential to bring up big issues or ideas and generate strong discussion. Students will react to each reading through journaling and/or discussion. Students will facilitate their own discussion by creating their own questions for each other.	Novels are influenced by historical events. Novelists use various literary elements like plot, symbol, and dialogue to develop a theme. Discussion is a powerful tool that can build understanding.	What strategies should I use to analyze a novel? How can I analyze a theme of this novel? How can I be a participant and a leader in group discussions?
Film Study (possibly documentary films)	Identify the elements of film. Analyze the use of elements of film to convey theme.	Film, like literature, uses various elements like light, color and sound to develop theme. Identifying specific elements of film can help us to be critical viewers.	How do the film techniques used to tell a story differ from those used in literature? How do film techniques influence our understanding of characters, mood, plot, or theme? How do themes of films/literature connect to my life, the world, or other texts?
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension A strong personal vocabulary helps one understand a variety of media	How do you know you understand what a word means? How do I figure out what a word means when I don't know?

<p>Independent Reading (throughout the year)</p>	<p>Students will choose their own reading material and evaluate their choices.</p>	<p>People read for pleasure and information throughout their lives</p>	<p>How do I decide what to read for fun? How do I decide what to read when I need information?</p>
<p>Grammar Instruction (throughout the year)</p>	<p>Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.</p>	<p>In order for my written communication to be effective, my grammar must be correct.</p>	<p>How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?</p>

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Introduction to College Reading and Writing Strategies

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
<p>Previewing Texts, Active/Critical Reading (across the disciplines), Review of SQ3R Method</p>	<p>Students identify organizational strategies in texts. Students use active reading strategies (previewing, critical annotation, highlighting, etc.) to fully understand a text.</p>	<p>Identifying common organizational strategies is an important way to decode a text as a reader. Showing our thinking as we read is an excellent way to increase comprehension.</p>	<p>What do readers think about before, during, and after reading? How do I study a text to analyze its components?</p>
<p>Examining Theses, Main Ideas, Supporting Details, and Transitions</p>	<p>Students analyze a text to identify the major components found within. Students recognize the importance of and can distinguish between the major components of writing (thesis, main ideas, etc.)</p>	<p>Writing is more than the sum of its individual parts. Organizing a piece of writing is the key to delivering a message that will “stick” with readers.</p>	<p>What is the purpose of a thesis in a piece of writing? What is the difference between a main idea and a supporting detail? How do transitions connect main ideas?</p>
<p>Making Inferences</p>	<p>Students distinguish between explicit and implicit messaging in a piece of writing. Students consider the author’s purpose for writing. Students analyze the text for clues that point towards accurate inferences.</p>	<p>Any piece of writing comes with several layers of understanding. Experienced writers count on intelligent readers to make inferences when the writing does not present ideas directly.</p>	<p>Why is it important that you make inferences as a reader? When is it appropriate to make inferences as a reader?</p>

<p>Critical Reading (revisited)</p>	<p>Students can distinguish between facts and opinions in a piece of writing. Students can identify an author's purpose for writing. Students can recognize various tones a writer can take when writing. Students can detect bias in a piece of writing. Students understand the difference between literal and figurative language.</p>	<p>Writers often use figurative language to draw their readers into a text and keep them reading. Bias is a dangerous component to writing that can unfairly influence our own understanding of a topic. Writers <i>always</i> have a purpose for their writing.</p>	<p>What are some common methods to detect bias in writing? How does the tone influence a piece of writing? Why is it important to shift between literal and figurative language when you write?</p>
<p>Reading and Thinking Visually</p>	<p>Students can analyze an image for information on a topic. Students can read tables to determine how information is divided and arranged. Students can summarize a graph's key points in a few sentences. Students can study a diagram to determine the key parts of a system and the relationship between that system's components.</p>	<p>Information is packaged in a variety of formats. Writers often systematically pick graphics to further illustrate a point they are trying to make.</p>	<p>What are some strategies I can use to look beyond the superficial when it comes to images? How can I mine tables, graphs, and diagrams for information that supports the text that I've already read?</p>
<p>Using the Process Approach to Writing</p>	<p>Students will demonstrate their competence in developing an essay that is chronologically-sequenced and coherent. Students will create writing</p>	<p>Writing often requires a systematic, step by step approach. A written argument should flow through each paragraph of a written piece. Good writing always builds in time for revision.</p>	<p>How can I structure my writing in a way that sets my argument up for success? What should I look for when I revise my own writing? What steps should I take when developing large essays?</p>

	<p>that is relevant, appropriate, and accurate.</p> <p>Students will create written arguments that are based on logical assumptions, are connected to each other, and are connected to the thesis.</p>		
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
Independent Reading (throughout the year)	Students will choose their own reading material and evaluate their choices.	People read for pleasure and information throughout their lives.	How do I decide what to read for fun? How do I decide what to read when I need information?
Grammar Instruction (throughout the year)	Students will use correct grammar, spelling, and mechanics while organizing for effectiveness.	In order for my written communication to be effective, my grammar must be correct.	How do I punctuate correctly? How do I craft a fluent variety of sentences? How do I organize clearly to communicate my message with impact?

Lake Mills School District

Year at a Glance Scope and Sequence for English

Overarching Goal of the Curricular Area: Students are able to effectively apply strategies when reading and writing for a variety of audiences and purposes.

Advanced Placement English Literature and Composition

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Shakespeare/ Drama (first quarter)	Identify types and elements of drama. Analyze literary elements and how they develop theme. Compare/contrast different productions of the same play.	Drama is a unique genre with its own set of conventions and elements. Different directors may stage the same play in different ways.	What special considerations are needed when interpreting drama? How can the particulars of a stage production affect the audience's interpretation of a play?
Novels	Identify literary elements used in novels. Analyze literary elements and how they develop theme. Analyze historical context of novels and how this contributes to an understanding of the novel.	Novels are influenced by historical events. Novelists use various literary elements such as plot, symbol, and dialogue to develop a theme.	What strategies should I use to analyze a novel? How can I analyze a theme of this novel?
Short Stories	Identify elements of short stories. Identify literary elements used in short stories. Analyze literary elements and how they develop theme.	Identifying literary techniques in a work can enhance understanding. Short stories differ from novels in important ways. Discussion about a story can facilitate creation of meaning.	What strategies should I use to analyze a short story? What is a theme of this story? What is a main conflict in this story? How does irony work in this story? What other techniques are important in this story?
Poetry	Identify elements of poetry. Identify literary elements used in poetry. Analyze literary elements and	A poet's life experience will influence the poetry they write. Poetry is a way of writing that imparts full meaning in a condensed form.	How are the life experiences of this poet reflected in his/her work? What meanings can be drawn from this poem? How do poetic techniques enhance the impact of a

	how they develop theme.		poem?
Open Essay	Identify elements of the “open essay” on the AP English Literature and Composition Exam. Analyze novels and dramas using the open essay format.	Specific evidence from a text used appropriately strengthens analytical writing. Elements of literature can be used in various ways to develop a theme.	How do I write a strong thesis statement? How do I analyze one element of a work of literature and relate it to the meaning of the work as a whole?
Close Reading Essay	Identify elements of the “close reading essay” on the AP English Literature and Composition Exam. Analyze poetry and prose using the close reading essay format.	Specific evidence from a text used appropriately strengthens analytical writing. Authors use literary elements such as diction, simile, metaphor, etc. to develop meaning in a passage or poem.	How do I write a strong thesis statement? How do I analyze a piece of writing closely to show how literary elements are used to create meaning?
Senior Exhibition (second quarter)	Apply a theme to an individualized project. Communicate an important idea to an audience of peers, educators, and the community using a multimedia presentation. Apply Gardner’s theory of Multiple Intelligences. Plan, research, revise and edit as needed to communicate clearly. Orally introduce the presentation to a live audience.	People can learn and show knowledge in various ways. Quality multimedia presentations require time and planning to create. The intended audience influences what is communicated and how it is communicated.	How does the intended audience affect my creative process? How can I activate multiple intelligences in myself? What ideas do I want to communicate to my community?
Film Study	Identify the elements of film. Analyze the use of elements of film to convey theme.	Film, like literature, uses various elements such as light, color, and sound to develop theme. Identifying specific elements of film can help us to be critical viewers.	How do the film techniques used to tell a story differ from those used in literature? How do film techniques influence our understanding of characters, mood, plot, or theme? How do themes of films/literature connect to

			my life, the world, or other texts?
Independent Reading Project	Analyze the literary elements used in a novel and how they convey theme. Research the author and historical context and analyze how this information helps a reader understand a novel. Present the information orally with supplementary handout.	An author's life can influence his/her writing. Novelists use various literary elements like plot, symbol, and dialogue to develop a theme.	What strategies should I use to analyze a novel? How can I analyze a theme of this novel? How does the author's background influence his or her writing?
Vocabulary study (throughout the year)	Students will increase their understanding and ability to use some of the most commonly used words in the English language.	Building ones vocabulary increases reading comprehension. A strong personal vocabulary helps one understand a variety of media.	How do you know you understand what a word means? How do I figure out what a word means when I don't know?
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