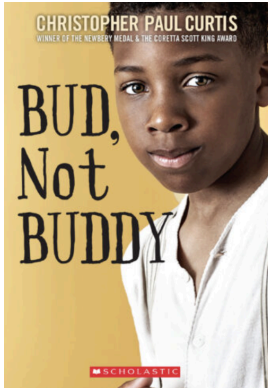


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
1	Unit 1 - Journeys & Unit 2 - Observations	60 Days

Grade 5 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	<p><b><u>MP 1 Novel Requirement:</u></b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis <b><u>Amistad Law: N.J.S.A. 18A 52:16A-88</u></b></p> 
<p><b><i>Foundational Skills: Reading Language</i></b></p> <p><b><i>Phonics and Word Recognition</i></b>  <b>L.RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b><i>Fluency</i></b>  <b>L.RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b><i>Foundational Skills: Writing</i></b></p> <p><b><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></b>  <b>L.WF.5.2.</b> Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> <li>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</li> </ul>	

- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.**
- C. Ensure agreement between subject and verb and between pronoun and antecedent.**
- D. Distinguish between frequently confused words.**
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.**
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.**
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).**
- H. Spell grade appropriate words correctly, consulting references as needed.**

**L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.**
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Weekly Questions:

**Week 1:** What motivates people to leave a place they call home?

**Week 2:** What can scientists discover by traveling to distant places?

**Week 3:** What is Argumentative Writing and what is its purpose?

**Week 4:** What can people learn from visiting unknown lands?

**Week 5:** What inspires people to start a journey?

**Week 6:** What is Explanatory Writing and what is its purpose?

**Week 7:** How can new places change the way a person sees the world?

**Week 8:** Why do scientists explore and study oceans?

**Week 9:** What is Informative Writing and what is its purpose?

**Week 10:** What can people do to protect species from a changing environment?

**Week 11:** How can careful observation help a person survive?

**Week 12:** What is Narrative Writing and what is its purpose?

### Activity Description:

#### **Week 1: Informational Text (U1W1)**

★ **Anchor Texts:** *The Path to Paper Son* by Grant Din and *Louie Share Kim, Paper Son* by Barbara D. Krasner

#### Reading Workshop

##### **Genre & Theme**

- Interact with Sources: Explore the Timeline: Weekly Question: T18-19
  - What motivates people to leave a place they call home?
- Listening Comprehension: Read Aloud: “*Call Me Joe*” T20-21
- Informational Text: T22-23

##### **Shared Read**

- Introduce the Text T32-43
  - Preview Vocabulary
  - Read *The Path to Paper Son* and *Louie Share Kim, Paper Son*
- Respond and Analyze T44-45
  - Develop Vocabulary

## Reading Domain

### *Reading Literature*

**RL.CR.5.1.** Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

**RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

**RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

**RL.TS.5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

**RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics. 🌱

### *Reading Informational*

**RI.CR.5.1.** Quote accurately from an **informational** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

**RI.CI.5.2.** Determine the **central idea** of an **informational** text and explain how it is supported by key details; summarize the text.

**RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events,

- Check for Understanding

### **Close Read Target Skills**

- Analyze Main Ideas and Details
- Use Text Evidence
- Domain Specific Words
- Talk About It: Opinion

### **Compare Texts**

- Reflect and Share T66-67
  - Talk About It
  - Weekly Question

### **Reading Bridge:**

- Academic Vocabulary: Related Words T24-25
- **Phonics/Word Study: Suffixes -ic, -ism, -ive T26-27, T46-47**
- Read Like a Writer: Explain Text Structure T52-53
- Write for a Reader: Choose a Text Structure T60-61

### **Small Group/Independent**

**Teacher-Led: See Teacher's Edition T14-15 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

### **Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T31, T71, T135, T468-473

- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

**RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **and how that may influence the reader's interpretation.**

**RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.**

**RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.



### Writing Domain

**W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

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

### Writing Workshop

**Weekly Focus:** Use elements of narrative writing to write a personal narrative.

#### Mini-lesson

- Introduce and Immerse
  - Analyze a Personal Narrative T330-331
  - Know the Narrator T334-335
  - Analyze Setting and Sequence of Events T338-339
  - Brainstorm a Topic T342-343
  - Plan Your Personal Narrative T346

#### Independent Writing

- Personal Narrative T331,335,339,343
- Conferences T328

★ **Writing Club:** T346-347

### Writing Bridge:

- **Phonics/Spelling: Spell Words with Suffixes -ic, -ism, -ive T332, 336, 340, 344, 348**
- Language and Conventions: Simple Sentences T333, 337, 341, 345, 349

#### Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T14-15

### **Week 2: Informational Text (U1W2)**

- ★ **Anchor Text:** *Life on Earth - and Beyond* by Pamela S. Turner
  - *Climate Change*
 - Cross-Curricular Perspectives, T94; student pp. 46-27.

### Reading Workshop

#### Genre & Theme

- Interact with Sources: Explore the Infographic: Weekly Question T76-77
  - What can scientists discover by traveling to distant places?

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to **aid in** comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

**W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

**W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

**W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

**W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, **making note of any similarities and differences among ideas presented**; and provide a list of sources.

- Listening Comprehension: Read Aloud: “*Searching for Life Under the Sea*” T78-79
- Informational Text T80-81

#### **Shared Read**

- Introduce the text T90-107
  - Preview Vocabulary
  - Read *Life on Earth - and Beyond*
- Respond and Analyze T108-109
  - Develop Vocabulary
  - Check for Understanding

#### **Close Read Target Skills**

- Analyze Text Features
- Make Inferences
- Words That Relate to Scientific Concepts
- Response to Informational Text

#### **Compare Texts**

- Reflect and Share T130-131
  - Write to Sources
  - Weekly Question

#### **Reading Bridge:**

- Academic Vocabulary: Synonyms and Antonyms T82-83
- **Phonics/Word Study: Greek Roots: *chon, meter, photo, bio, geo, logy* T84-85, T118-119, T126-127, T132-133**
- Read Like a Writer: Analyze Text Features T116-117
- Write for a Reader: Use Text Features T124-125

#### **Small Group/Independent**

**Teacher-Led: See Teacher’s Edition T72-T73 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Conferring

**W.RW.5.7.** Write routinely over extended time frames (**time for research and revision**) and shorter time frames (**a single sitting or a day or two**) for a range of tasks, purposes, and audiences.


### Speaking and Listening Domain

**SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 

**SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Independent/Collaborative:

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

#### ★ Book Club/SEL: T89, T135, T474-475

- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

#### Writing Workshop

**Weekly Focus:** Use elements of narrative writing to write a personal narrative.

#### Mini-lesson

- Develop Elements
  - Develop an Engaging Idea T354-355
  - Develop Specific Details T358-359
  - Develop Sensory Details T362-363
  - Develop Point of View T366-367
  - Compose with Dialogue T370

#### Independent Writing

- Personal Narrative T355, T359, T363, T367
- Conferences T352

#### ★ Writing Club: T370-371

#### Writing Bridge:

##### ● Phonics/Spelling:

- Words with Greek Roots T356, T360, T364, T372
- Spelling Spiral Review Suffixes T368

- Language and Convention
  - Independent and Dependent Clauses T361, T365, T369, T373

#### Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T72-73

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul> <p><b>Core Competencies Guide:</b></p> <ul style="list-style-type: none"> <li>○ A Guide to the Core SEL Competencies (Activities and Strategies Included)</li> <li>○ <a href="http://panoramaed.com/blog/guide-to-core-sel-competencies">panoramaed.com/blog/guide-to-core-sel-competencies</a></li> </ul>	<p><b>Sub-Competency: Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Sub-Competency: Self-Management:</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Sub-Competency: Social Awareness:</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> </ul>	<p><b>Weeks 3: Writing - Argumentative Writing (AW)</b></p> <p>★ <b>Anchor Text:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Historical Fiction:</b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis</li> </ul> <p><b>Weekly Question:</b> What is Argumentative Writing and what is its purpose?</p> <p>★ <b>Argumentative Writing (AW) - Opinion Prompt (Opinion):</b></p> <p>Write an opinion piece supporting which character you think was most influential to Bud in the novel. Use <b>evidence from the text</b> to support your claim.</p> <p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>● Teach the Writing Process <ul style="list-style-type: none"> <li>○ Prewriting, Drafting, Revising, Editing, Publishing</li> <li>○ Focus on Prewriting Strategies</li> </ul> </li> <li>● Reteach and expand upon Writing skills from Weeks 1 and 2 <ul style="list-style-type: none"> <li>○ Use the novel to support argument/opinion.</li> </ul> </li> </ul> <p><b>Paragraph Writing</b></p> <ul style="list-style-type: none"> <li>● Types of paragraphs: <ul style="list-style-type: none"> <li>○ Introduction, Body, Conclusion</li> <li>○ Organizational structure with paragraphs and ideas <ul style="list-style-type: none"> <li>■ Grouping ideas logically</li> </ul> </li> </ul> </li> <li>● Focus on how to write an Introduction <ul style="list-style-type: none"> <li>○ Thesis statements (state opinion)</li> <li>○ Introducing topics clearly</li> </ul> </li> <li>● Point of View</li> <li>● Sensory Details</li> </ul> <p><b>RACE Strategy</b></p> <ul style="list-style-type: none"> <li>● Teach RACE <ul style="list-style-type: none"> <li>○ Restate, Answer, Cite, Explain</li> </ul> </li> <li>● Practice Restaing questions and writing prompts (in Introduction paragraph writing)</li> </ul>

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Sub-Competency: Relationship Skills**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Sub-Competency: Responsible Decision-Making**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Suggested Formative Assessment:**

- Have students create an Introduction paragraph for the prompt above

**Suggested Summative Assessment:**

- Have students draft an essay for the prompt above

**Week 4: Historical Fiction (U1W3)**

- ★ **Anchor Text:** *Pedro's Journal* by Pam Conrad

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Map: Weekly Question: T140-141
  - What can people learn from visiting unknown lands?
- Listening comprehension: Read aloud "*Rosa's Journey*" T142-143
- Historical Fiction T144-145

**Shared Read**

- Introduce the Text T154-173
  - Preview Vocabulary
  - Read *Pedro's Journal*
- Respond and Analyze T174-175
  - Develop Vocabulary
  - Check for Understanding

**Close Read Target Skills**

- Understand Point of View
- Use Text Evidence
- Multiple Meaning Words
- Voice
- Write to Sources: Opinion

**Compare Texts**

- Reflect and Share T196-197
  - Write to Sources

- Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Context Clues T146-147
- **Phonics/Word Study: Vowel Teams T148-149, T176-177**
- Read Like a Writer: Analyze Precise Language T182-183
- Write for a Reader: Create a Voice T190-191

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T136-137 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

**Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T153, T201, T476-477

- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

**Writing Workshop**

**Weekly Focus:** Use elements of narrative writing to write a personal narrative.

**Mini-lesson**

- Develop Structure
  - Develop an Introduction T378-379
  - Develop a Sequence of Events T3382-383
  - Draft with Transitions T386-387
  - Revise to Include Important Events T390-391
  - Develop a Conclusion T394

**Independent Writing**

- Personal Narrative T379, T383, T387, T391
- Conferences T376

**Writing Bridge:**

- **Phonics/Spelling: Vowel Teams T380, T384, T388, T392, T396**
- Language and Conventions:
  - Spiral Review Dependent and Independent Clauses T381, T397
- Compound and Complex Sentences T385, T389, T393,
- Independent and Dependent Clauses T361, T365, T369, T373

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T136-137

**Week 5: Poetry (U1W4)**

- ★ **Anchor Text:** *Poetry Collection*
  - *Learning the World* by Kristine O’Connell George
  - *Latitude Longitude Dreams* by Drew Lamm and James Heldreth
  - *A Map and a Dream* by Karen O’Donnell Taylor
  - *Early Explorers* by Marilyn Singer

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Infographic: Weekly Question: T206-207
  - What inspires people to start a journey?
- Listening Comprehension: Read Aloud: “*I Hold the World*” T208-209

**Shared Read**

- Introduce the Text T220-229
  - Preview Vocabulary
  - Read *Poetry Collection*
- Respond and Analyze/Literary Language T230-231
  - Develop Vocabulary
  - Check for Understanding

**Close Read Target Skills**

- Explain Sound Devices and Figurative Language
- Visualize
  - Literary Language
  - Write to Sources: Response to Literature

**Compare Texts**

- Reflect and Share T252-253
  - Write to Sources
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Figurative Language: Idioms T212-213
- **Phonics/Word Study: Teach Suffixes -able, -ible T214-215**
  - **High-Frequency Words T232**
- Read Like a Writer: Analyze Purpose and Imagery T238-239
- Write for a Reader: Use Imagery T246-247

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T202-203 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

**Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL: T219, 257, T478-479**

- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

**Writing Workshop**

**Weekly Focus:** Use elements of narrative writing to write a personal narrative.

**Mini-lesson**

- Writer’s Craft
  - Use Adjectives T402-403
- Edit for Adverbs T406-407
- Edit for Indefinite Pronouns T410-411
- Revise by Adding Ideas for Clarity T414-415
- Revise by Deleting Ideas for Clarity T418

**Independent Writing**

- Personal Narrative T403, 407, 411, 415,
- Conferences T400

★ **Writing Club: T418-419**

**Writing Bridge:**

- **Phonics/Spelling:**
  - **Teach Words with -able, -ible T404, T408, T412, T420**
- Language and Conventions:
  - Compound and Complex Sentences T405
  - Common, Proper, and Collective Nouns T409, T413, T417

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T202-203

**Weeks 6: Writing - Informative/Explanatory Writing (IW- LAT)**

★ **Anchor Texts:**

- **Historical Fiction:** *Bud, Not Buddy* Christopher Paul Curtis
  - Chapter 9
- **Poem:** “Dreams” by Langston Hughes
- **Realistic Fiction:** “Sometimes a Dream Needs a Push” by Walter Dean Myers

**Weekly Question:** What is Explanatory Writing and what is its purpose?

★ **Informative/Explanatory Writing (IW) - Literary Analysis Task (LAT) Prompt:**

In each of the texts you read, a passage from *Bud, Not Buddy*, “Dreams,” and “Sometimes a Dream Needs a Push,” the characters and narrators emphasize the importance of having hope. Write an essay comparing how the stories’ characters and the poem’s narrator feel about the significance of keeping hope alive. **Use evidence from each of the three texts** in your response.

**The Writing Process**

- Reteach the Writing Process
  - Prewriting, Drafting, Revising, Editing, Publishing
  - Focus on Drafting strategies
    - Using graphic organizers to create paragraphs
- Reteach and expand upon skills from Weeks 4 and 5

**Paragraph Writing**

- Reteach types of paragraphs:
  - Introduction, Body, Conclusion
  - Organizational structure with paragraphs and ideas
    - Grouping ideas logically
- Reteach how to write Introduction paragraphs
- Focus on how to write Body paragraphs
  - Main ideas and supporting details
  - Use of transitional words and phrases

**RACE Strategy**

- Reteach RACE
  - Restate, Answer, Cite, Explain
- Practice Answering questions and writing prompts (in Body paragraph writing)
- Breakdown the writing prompt
- Focus on what the prompt is asking

**Story Elements:**

- Character:
  - Development
  - Effect on the Plot

**Suggested Formative Assessment:**

- Have students create a Body paragraph for the prompt above

**Suggested Summative Assessment:**

- Have students draft an essay for the prompt above

**Week 7: Informational Text (U1W5)**

- ★ **Anchor Text:** *Picturesque Journeys* by Yanitzia Canetti
  - **Diversity & Inclusion:** *N.J.S.A. 18A:35-4.36a*

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore Slideshow: *A Painted Journey*: Weekly Question: T262-263
  - How can new places change the way a person sees the world?
- Listening Comprehension: Read Aloud: “*Life in Black and White*” T264-265
- Informational Text: T266-267

**Shared Read**

- Introduce the Text T276-291
  - Preview Vocabulary
  - Read *Picturesque Journeys*
- Respond and Analyze T292-293
  - Develop Vocabulary
  - Check for Understanding

**Close Read Target Skills**

- Analyze Text Structure

- Confirm or Correct Predictions
- Domain Specific Words
- Talk About It: Opinion

**Compare Texts**

- Reflect and Share T314-315
  - Talk About It
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Parts of Speech T268-269
- **Phonics/Word Study: Teach and Apply VCe Syllables T270-271, T294-295**
- Read Like a Writer: Analyze /Understand Figurative Language T300-301
- Write for a Reader: Use Figurative Language T308-309

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T258-259 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

**Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T275, T319, T480-481

- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

**Writing Workshop**

**Weekly Focus:** Use elements of narrative writing to write a personal narrative.

**Mini-lesson**

- Publish, Celebrate, and Assess
  - Revise by Rearranging and Combining Ideas T426-427
  - Edit for Subject-Verb Agreement T430-431
  - Publish and Celebrate T434-435
  - Prepare for Assessment T438-439
  - Assessment T422

**Independent Writing**

- Personal Narrative T427,431,435,438,442-443
  - Conferences T424
  - Assessment T443

**Writing Bridge:**

- **Phonics/Spelling:**
  - **Words with VCe Syllables T428**
  - **Teach Words with VCe Syllables T432, 436**
- Language and Conventions:
  - Regular and Irregular Plural Nouns T433

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T258-259

**Week 8: Informational Text (U2W1)**

- ★ **Anchor Text:** *Far From Shore* by Sophie Webb

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Infographic: Weekly Question T18-19
  - Why do scientists explore and study oceans?
- Listening Comprehension: Read Aloud: *Jellyfish: Valuable Slime* T20-21
- Informational Text T22-23

**Shared Read**

- Introduce the Text T32-49
  - Preview Vocabulary
  - Read *Far from Shore*
- Respond and Analyze T50-51
  - Develop Vocabulary
  - Check for Understanding

**Close Read Target Skills**

- Explain Author's Purpose
- Evaluate Details
- Domain-specific Vocabulary
- Talk About It

**Compare Texts**

- Reflect and Share T 72-73
  - Talk About It
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Related Words T24-25
- **Phonics/Word Study: Teach Open and Closed Syllables T26-27, T46-47**
- Read Like a Writer: Analyze Graphic Features T58-59
- Write for a Reader: Use Graphic Features T66-67

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T14-15 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- Fluency
- ELL Targeted Support
- Conferring

**Independent/Collaborative:**

- Independent Reading

- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T31, T476-481

- *The Tarantula Scientist* by Sy Montgomery

**Writing Workshop**

**Weekly Focus:** Use elements of informational writing to write an informational article.

**Mini-lesson**

- Introduce and Immerse
  - Analyze Informational Article T338-339
  - Analyze Lead Paragraph T342-343
  - Identify Details in Photographs T346-347
  - Set a Purpose T350-351
  - Plan Your Informational Article T354-355

**Independent Writing**

- Informational Article T338, 342, 346, 350,
- Conferences T336

★ **Writing Club:** T354-355

**Writing Bridge:**

- **Phonics/Spelling: Open and Closed Syllables V/CV T340, 344, 348, 352, 356**
- Language and Conventions: Subject-Verb Agreement

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T14-15

**Weeks 9: Writing - Informative/Explanatory Writing (IW- RST)**

★ **Anchor Texts:**

- **Historical Fiction:** *Bud, Not Buddy* by Christopher Paul Curtis
- **Informational Text:** “Sharing a Dream” by Jim Haskins
- **Informational Text:** “Dr. Martin Luther King Jr., Changing America” by Barbara Radner

**Weekly Question:** What is Informative Writing and what is its purpose?

★ **Informative/Explanatory Writing (IW) - Research Simulation**

**Task (RST) Prompt:**

In Chapter 8, Bud wonders why a family living in Hooverville has separated themselves from the others, despite being sick, cold, and hungry. He finds out that, despite everyone in Hooverville being homeless and poor, these people stay away from the others because they are white and “ain’t in need of a handout”. About 20 years after this story was set in history, the Civil Rights Movement began advocating for equality for African Americans and ending segregation. Write an essay explaining how Dr. Martin Luther King Jr. was a critical player in the Civil Rights Movement. Use **information from both sources** to write your response.

***The Writing Process***

- Reteach the Writing Process
  - Prewriting, Drafting, Revising, Editing, Publishing.
  - Focus on Revision strategies
    - Using graphic organizers to focus on organization
- Reteach and expand upon skills from Weeks 7 and 8

***Paragraph Writing***

- Reteach types of paragraphs:
  - Introduction, Body, Conclusion
  - Organizational structure with paragraphs and ideas
    - Grouping ideas logically

- Reteach how to write Introduction paragraphs
- Focus on how to write Body paragraphs
  - Setting a purpose
  - Using evidence from texts to support thinking

**RACE Strategy**

- Reteach RACE
  - Restate, Answer, Cite, Explain
- Practice annotating texts and Citing evidence to use as support (in Body paragraph writing)

**Suggested Formative Assessment:**

- Have students create a Body paragraph using evidence and citations to respond to the prompt above

**Suggested Summative Assessment:**

- Have students draft an essay for the prompt above

**Week 10: Informational Text (U2W2)**

- ★ **Anchor Text:** *A Place for Frogs* by Melissa Stewart

**Reading Workshop**

**Genre & Theme**

- Interact with Sources: Explore the Map: Weekly Question T82-82
  - What can people do to protect species from a changing environment?
- Listening Comprehension: Read Aloud:
- “*The Manatees’ Future is Looking Brighter*” T84-85
- Informational Text T86-87

**Shared Read**

- Introduce the Text T96-113
  - Preview Vocabulary
  - Read: *A Place for Frogs*
- Respond and Analyze T114-115
  - Develop Vocabulary

- Check for Understanding

**Close Read Target Skills**

- Analyze Text Structure
- Monitor Comprehension
- Words That Relate to Key Ideas in the Text
- Write to Sources

**Compare Texts**

- Reflect and Share T136-137
  - Write to Sources
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Synonyms and Antonyms T88-89
- **Phonics/Word Study: Final Stable Syllables *-le, -tion, -sion* T90-91**
- Read Like a Writer: Analyze Author's Purpose T122-123
- Write for a Reader: Develop Author's Purpose T130-13112

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T72-T73 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

**Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T95, T482-483

- *The Tarantula Scientist* by Sy Montgomery

		<p><b><u>Writing Workshop</u></b> <b>Weekly Focus:</b> Use elements of informational writing to write an informational article.</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"><li>● Develop Elements<ul style="list-style-type: none"><li>○ Develop an Engaging Idea T362</li><li>○ Draft with Specific Facts and Concrete Details T366</li><li>○ Develop with Definitions and Quotations T370</li><li>○ Develop with Other Information and Examples T374</li><li>○ Develop with Visuals and Multimedia T378</li></ul></li></ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"><li>● Informational Article T363, T367, T371, T375</li><li>● Conferences T360</li><li>★ <b>Writing Club:</b> T378-379</li></ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"><li>● <b>Phonics/Spelling: Teach Final Stable Syllables <i>-le, -tion, -sion</i> T364, 368, 372, 380</b></li><li>● Language and Conventions: Principal Parts of Regular Verbs T369, 373, 377</li></ul> <p><b>Weekly Resource Overview:</b></p> <ul style="list-style-type: none"><li>★ Materials That Will Support Planning for the Week: T78-79</li></ul> <p><b>Week 11: Realistic Fiction (U2W3)</b></p> <ul style="list-style-type: none"><li>★ <b>Anchor Text:</b> <i>Hatchet</i> by Gary Paulson</li></ul> <p><b><u>Reading Workshop</u></b> <b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"><li>● Interact with Sources: Explore the Poem: Weekly Question T146-147<ul style="list-style-type: none"><li>○ How can careful observation help a person survive?</li></ul></li><li>● Listening comprehension: Read Aloud “<i>A Pinhole Camera</i>” T148-149</li><li>● Realistic Fiction T150-151</li></ul>
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**Shared Read**

- Introduce the Text T160-177
  - Preview Vocabulary
  - Read *Hatchet*
- Respond and Analyze T178-179
  - Develop Vocabulary
  - Check for Understanding

**Close Read Target Skills**

- Analyze Point of View
- Generate Questions
- Words That Relate to Feelings or Actions
- Write to Sources

**Compare Texts**

- Reflect and Share T200-201
  - Write to Sources
  - Weekly Question

**Reading Bridge:**

- Academic Vocabulary: Context Clues T152-153
- **Phonics/Word Study: Teach r-Controlled Vowels T154-155**
- **Phonics/Word Study: Apply/Practice r-Controlled Vowels T180-181, T188-189**
- Read Like a Writer: Analyze Voice T186-187
- Write for a Reader: Use Voice T196-197

**Small Group/Independent**

**Teacher-Led: See Teacher's Edition T142-143 for the location of each lesson.**

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities
- ELL Targeted Support
- Fluency
- Conferring

**Independent/Collaborative:**

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T159, T484-486

- *The Tarantula Scientist* by Sy Montgomery

**Writing Workshop**

**Weekly Focus:** Use elements of informational writing to write an informational article.

**Mini-lesson**

- Develop Structure
  - Develop and Compose an Introduction T386-387
  - Develop with Related Information T390-391
  - Develop with Transitions T394-395
  - Use Formatting T398-399
  - Develop and Compose a Conclusion T402

**Independent Writing**

- Informational Article T387, 391, 395, 399, 403
- Conferences T384

**Writing Bridge:**

- **Phonics/Spelling: Teach Words with r-Controlled Vowels T388, 392, 396, 404**
- Language and Conventions: Teach and Practice: Principal Parts of Irregular Verbs T397, 401

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T142-143

**Week 12: Writing - Narrative Writing (NW - NWT)**

★ **Anchor Texts:**

- **Historical Fiction:** *Bud, Not Buddy* By Christopher Paul Curtis
- **Historical Fiction:** “Wishing for Christmas” by Kirsti Harris

**Weekly Question:** What is Narrative Writing and what is its purpose?

★ **Narrative Writing (NW) - Narrative Writing Task (NWT)**

**Prompt:**

In Kirsti Harris’ text, “Wishing for Christmas,” Shirley is extremely distressed when she finds out that her family will not celebrate Christmas due to the financial strain placed on her family by the Great Depression.

**Retell the passage** from Shirley’s father’s **point of view**. **Use details and events from the text** to construct your narrative response.

**The Writing Process**

- Reteach the Writing Process
  - Prewriting, Drafting, Revising, Editing, Publishing.
  - Focus on Editing strategies
    - Refer to grammar lessons for support
    - Focus on punctuation
- Reteach and expand upon skills from Weeks 10 and 11

**Paragraph Writing**

- Reteach types of paragraphs:
  - Introduction, Body, Conclusion
  - Organizational structure with paragraphs and ideas
    - Grouping ideas logically
    - Use of transitional words/phrases
- Reteach how to write Introduction paragraph
- Focus on how to write Body paragraphs
  - Setting a purpose
  - Using evidence from texts to support thinking
- Teach how to write Conclusion paragraphs to wrap up a text

**RACE Strategy**

- Reteach RACE
  - Restate, Answer, Cite, Explain
- Practice explaining ideas that were cited from the original text (in Body paragraph writing)

**Story Elements:**

- Develop plot
- Use of dialogue to help develop characters and events
- Character
- POV

**Suggested Formative Assessment:**

- Have students create a Conclusion paragraph to show they learned how to end a text

**Suggested Summative Assessment:**

- Have students draft an essay for the prompt above

**Interdisciplinary Connections:**

**Cross-Curricular Perspectives: (TE) Social Studies/Science:**

- *The Path to Paper Son* and *Louie Share Kim, Paper Son*: T34, T37, T38
- *Life on Earth and Beyond*: T93, T94, T96, T100, T102-104
- *Pedro's Journal*: T157, T159, T165, T169, T170
- *Poetry Collection*: T222, T224
- *Picturesque Journeys*: T278, T281, T282, T284, T288
- *Far From Shore*: T34, T36, T37, T40, T41, T42, T44, T45, T48
- *A Place for Frogs*: T98, T102, T107, T108, T109, T112
- *Hatchet*: T164, T169, T171, T174, T176

**Weeks 1-12: Novel Study**

★ *Bud, Not Buddy* by Christopher Paul Curtis

**Amistad Law: N.J.S.A. 18A 52:16A-88**

**SWBAT:**

- Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure.
- Describe how a narrator's or speaker's point of view influences how events are described, **and how that may influence the reader's interpretation.**
- Summarize or paraphrase each chapter.

## New Jersey Legislative Statutes and Administrative Code Educational Resources:

### Amistad Law: *N.J.S.A. 18A 52:16A-88*

#### Trimester Novel:

- ***Bud, Not Buddy* by Christopher Paul Curtis**
  - Reflects African-American characters in positive, authentic ways in a historical fiction text.
    - Novel Study
    - Writing Prompts

#### Savvas MyView - Unit 1:

- **Leveled Reader: *Matthew Hensen: Arctic Explorer* by Lori Sherritt-Fleming**
  - Matthew Alexander Henson. On April 6, 1909, U.S. citizens Matthew Alexander Henson and Robert Edwin Peary, and four Inuit assistants, became **the first human beings to set foot on the North Pole**. Henson and Peary had been attempting to reach the Pole for the past 18 years.

### Holocaust Law: *N.J.S.A. 18A:35-28*

#### Short Stories:

- ***Encounter* by Jane Yolen:**
  - PDF available online.
    - A fictionalized account of Columbus's meeting with the Tanio people, written from the *perspective of a Tanio child*.

- ***Morning Girl* by Michael Dorris:**

- PDF available online.
  - Deals with the Taino people immediately before Columbus lands on their island.
  - Used together, *Pedro's Journal*, *Morning Girl*, and *Encounter* may raise questions about the treatment of Indigenous people and how their lives were changed following their "discovery."
  - Explore some of the questions and issues of exploration and exploitation. Do the authors of these books have different points of view?

**LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35***

**Poem:**

- **"The Journey" by Mary Oliver**

- PDF available online.
  - Use this poem to make text-to-text connections with *Bud, Not Buddy*.
  - Teach Elements of Poetry

**Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***

**Savvas MyView - Unit 1 Resources:**

- **U1W5 Anchor Text: *Picturesque Journeys* by Yanitzia Canetti**
  - Teacher Edition
  - Student Workbook

**Diversity, Equity & Inclusion Educational Resources:**

- Department of Education/New Jersey State Learning Standards/Diversity, Equity & Inclusion Educational Resources
  - Sample Activities and Lessons - Grades 3-5

- Analyzing Gender Stereotypes in the Media
- Exploring Your Immigrant Stories
- The Rich Tapestry of Religion in the United States
- Understanding My Family's History

**The Art Room - Equity, Diversity, and Inclusion Resources:**

- Davis Art website > Free Resources > Equity, Diversity, and Inclusion Resources
  - Artists and educators challenge inequities and encourage others to explore new ways of thinking and being through art. Check out this sampling of the many *SchoolArts* articles that will help build greater equity, diversity, and inclusion in the classroom.

**Scholastic.com:**


- **Immigration Lesson Plan for Grades 3-5**
  - Compare and contrast the stories of immigrants from decades ago with those of recent immigrants, as well as analyze the differences between immigrants' experiences at Ellis Island and Angel Island.
    - Interactive Tour of Ellis Island
    - Meet Young Immigrants
    - Explore Immigration Data

**Commonsense.org - Diversity, Equity, and Inclusion Resources for the Classroom:**

- Commonsense.org > click "For Educators" > search "diversity, equity, and inclusion"
  - The resources highlight our world's vast diversity and promote equity. They will open students' minds, get them to reflect on their own privileges, and help them better understand other people, perspectives, and cultures. Some will also cultivate students' perspective-taking and integrity, putting students on the path to social change and activism.

**TeacherVision: Famous Explorer-Themed Resources:**

- TeacherVision website > Themes > Famous Explorers
  - A variety of cross-curricular resources to support learning about famous explorers.

**Standards in Action: *Climate Change*** 

**Savvas MyView - Unit 1 Resources:**

- **U1W2 Anchor Text: *Life on Earth - and Beyond* by Pamela S. Turner**
  - Teacher Edition: Cross-Curricular Perspectives - T92, T94, T96, T100, T102, T103, T104, T106
  - Student Workbook pp. 46-67.

**2023 New Jersey Student Learning Standards for English Language Arts - Climate Change Companion Guide:**

- Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems.
- Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change.
- Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.

<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments: Embedded in Daily Routines and Multiple Digital/Print Assessment Resources:</u></b></p> <ul style="list-style-type: none"><li>● Quick Check</li><li>● Assess and Differentiate</li><li>● Assess Prior Knowledge</li><li>● Assess Understanding</li><li>● Conferring Checklists</li><li>● Rubrics</li><li>● Project-Based Inquiry</li></ul> <p><b><u>SavvasRealize.com: See Assessment Guide:</u></b></p> <ul style="list-style-type: none"><li>● Progress Check-ups</li><li>● Cold Reads</li><li>● Weekly Standards Practice for Language and Conventions</li><li>● Weekly Standards Practice for Word Study</li><li>● Weekly Standards Practice for Academic Vocabulary</li><li>● Practice Tests</li><li>● Test Banks</li></ul> <p><b><u>Additional Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Small Group Discussion</li><li>● Lesson/Skill Quiz</li><li>● Exit Tickets</li><li>● Journal Writing</li><li>● Peer/Self Assessment</li><li>● Reading Response Log</li><li>● Mandatory Essays (pre-planned or on-demand)</li><li>● Notebook Check</li><li>● Discussion boards</li><li>● Writing/reading journals</li><li>● Open-ended responses</li><li>● Reading Workshop</li></ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● Savvas myView Baseline Test</li><li>● Diagnostic Assessment</li><li>● Interim Assessment</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Unit Tests</li><li>● Standardized Tests</li><li>● Quarterly District Assessments</li><li>● Published Writing</li><li>● Selection/Unit Tests</li><li>● Assessments of Comprehension and Standards Taught</li><li>● Unit 1 Writing Workshop Assessment</li><li>● Performance-Based Assessments</li><li>● Student-teacher Conferencing</li><li>● Reflective Journals</li><li>● New Jersey Registered Holistic Scoring Rubric, Language Arts 3-5</li><li>● Posttest (Textbook)</li><li>● Unit projects</li><li>● Mock interviews</li><li>● Peer analysis</li><li>● Creative writing</li><li>● Student writing portfolios</li><li>● Visual representations</li><li>● Based Learning Activities</li></ul>

<ul style="list-style-type: none"> <li>● Writing Workshop</li> <li>● Peer editing, reflection, and revision</li> <li>● Technology-based assessments</li> <li>● Presentations</li> <li>● Oral reading</li> <li>● Purposeful worksheets</li> <li>● Collages (i.e. charts, pamphlets, menus, posters, etc.)</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML (Multilingual Learners) Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Savvas myView Literacy Teachers Edition and Online Platform</li> <li>● Student Interactive Workbook</li> <li>● Mentor Stack</li> <li>● Student Portfolios</li> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● Leveled Readers S-V</li> <li>● Editable Anchor Charts</li> <li>● Savvas myView Teacher Resources</li> <li>● Book Club Packets</li> <li>● myView Read Aloud Library</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide Options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a Variety of Materials</li> <li>● Provide options for perception</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> <li>● Small Group Guide</li> <li>● Collaborative Activities</li> <li>● Audio of Text</li> <li>● Large Font Text</li> </ul>	<ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● StoryBoard Graphic Organizer</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Language Awareness Handbook</li> <li>● Spanish Language Version (if Available)</li> <li>● Pair Work</li> <li>● Extra Support Readers</li> <li>● Cultivate Relationships and be Culturally Responsive</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Curriculum Compacting</li> <li>● Leveled Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> <li>● Writing Club</li> <li>● Anchor Texts plus two additional texts</li> <li>● Assign Independent Projects</li> <li>● Group and Individual Presentations</li> <li>● Provide a Variety of Rigorous Materials, Blogs, Poetry</li> <li>● Plan for tiered learning: See Webb's Depth of Knowledge Levels</li> <li>● Bloom's Higher-Order Thinking Questions</li> </ul>

### Supplemental Resources

#### Technology:

- White Board
- Student Technology Device (Chromebook)
- SmartBoard
- Meeting Applications (Google Meets; Conferences; Zoom; etc.)
- Document Camera
- LMS (Schoology)
- Savvas Realize - myView - Online Platform

#### Other:


- LinkIt!
- iReady
- Learning Ally
- Vocabulary.com
- Learning A-Z
- Canva
- Epic
- Peardeck
- CommonLit
- Nearpod
- BrainPop
- Learn 360
- LearnZillion
- Ed Cite
- ReadWorks
- Chart Paper
- Graphic Organizers
- Kahoot
- Blooket
- Quizlet
- FlipGrid

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ML (Multilingual Learners) Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Allow for access to print and digital versions and exemplar of culminating writing tasks</li> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Consistent use of pre-testing</li> <li>● Learning objectives that vary in depth</li> <li>● Use of flexible pacing</li> <li>● Products that vary in complexity and abstraction</li> <li>● Open-ended questioning and assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Highlighting of text. Text-To-Speech application. Anchor Chart for Vocabulary &amp; Text Structure</li> <li>● Teacher modeling</li> <li>● Introduce skill before lesson</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher-level students</li> <li>● Utilize Multi-sensory (VAKT) approach during instruction</li> <li>● Vary methods of presentation: repetition, simple explanations, additional examples, modeling, etc)</li> <li>● Modify content</li> <li>● Provide additional time for completion and preferential seating</li> <li>● Highlight key vocabulary</li> <li>● Graphic organizers</li> <li>● Text-to-speech</li> </ul>	<ul style="list-style-type: none"> <li>● Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary &amp; Text Structure</li> <li>● Personal Experiences/Prior Knowledge</li> <li>● Guided Writing</li> <li>● Scaffolding</li> <li>● Differentiated Writing Stations</li> <li>● Extended Conferences</li> <li>● Sentence Stems</li> </ul> <p>Refer to Savvas TE for ELL Targeted Minilesson Support</p>	<ul style="list-style-type: none"> <li>● Choice or activity menus</li> <li>● Challenge according to student interests</li> <li>● Offer the most difficult first</li> <li>● Enable students to work together</li> <li>● Plan for tiered learning: See Webb’s Depth of Knowledge Levels</li> <li>● Inquiry-based instruction</li> <li>● Higher-order thinking questions</li> <li>● Interest-based content</li> <li>● Student-driven instruction</li> <li>● Tiered content/activities</li> <li>● Independent study</li> <li>● Learning centers</li> <li>● Match students to texts with leveled readers</li> <li>● Project-based inquiry</li> <li>● Extension activities (Savvas)</li> <li>● Work on a Venn Diagram describing connections between two texts by the same author.</li> </ul>

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Culture and geography can shape an individual’s experiences and perspectives.</li> <li>● Specific situations require the use of relevant sources of information.</li> <li>● Different digital tools have different purposes.</li> <li>● Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</li> </ul>

		<ul style="list-style-type: none"><li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change</li><li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li><li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li><li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li><li>● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</li><li>● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li><li>● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li></ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"><li>● Act as a responsible and contributing community member and employee.</li><li>● Consider the environmental, social and economic impacts of decisions.</li><li>● Demonstrate creativity and innovation.</li><li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● Model integrity, ethical leadership and effective management.</li><li>● Plan education and career paths aligned to personal goals.</li><li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li><li>● Work productively in teams while using cultural/global competence.</li></ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i> 
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