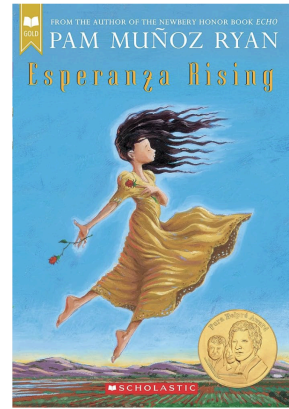


Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: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

Trimester	Unit Title	Recommended Instructional Days
2	Unit 2 - Observations & Unit 3 - Reflections	60 Days

Grade 5 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	<p><u>MP 2 Novel Requirement:</u> <i>Esperanza Rising</i> by Pam Munoz Ryan Holocaust Law: N.J.S.A. 18A:35-28</p> 
<p><i>Foundational Skills: Reading Language</i></p> <p><i>Phonics and Word Recognition</i> L.RF.5.3. 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><i>Fluency</i> L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><i>Foundational Skills: Writing</i></p> <p><i>Sentence Composition (Grammar, Syntax, and Punctuation)</i> L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> A. Avoid fragments, run-ons and rambling sentences, and comma splices. 	

- 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 can we learn from studying animals in their natural habitat?

Week 2: What are some different ways in which people can observe and protect wildlife?

Week 3: How can people support their opinions?

Week 4: What can we learn from the experiences of older generations?

Week 5: What are some different ways in which people can reach a goal?

Week 6: How can a theme be compared across various texts?

Week 7: How are the experiences of people in ancient times similar to those of people in the modern world?

Week 8: What can our families teach us about ourselves?

Week 9: How can writers use text to help them continue a story?

Week 10: How does art reflect people's experiences?

Week 11: Why should people work together to help others achieve freedom?

Week 12: How do writers use informational texts to respond to a question?

Activity Description:

Week 1: Informational Text (U2W4)

★ **Anchor Text:** *Tracking Monsters* by Mary Kay Carson

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Primary Source: Weekly Question: T210-211
 - What can we learn from studying animals in their natural habitat?
- Listening Comprehension: Read Aloud: “*Armadillos of North America*”
- Informational Text T214-215

Shared Read

- Introduce the Text T224-237
 - Preview Vocabulary
 - Read “*Tracking Monsters*”

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,

- Respond and Analyze T238-239
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Domain-specific Words
- Explain Ideas in Texts
- Confirm and Correct Predictions
- Write to Sources

Compare Texts

- Reflect and Share T260-261
 - Write to Sources T261
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Analogies T216-217
- **Phonics/Word Study: Learn and Spell Words with Prefixes il-, in-, im-, ir- T218-219**
- Read Like a Writer: Analyze Author's Message T246-247
- Write for a Reader: Develop Author's Message T254-255

Small Group/Independent

Teacher-Led: See Teacher's Edition T206-207 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

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.

★ **Book Club:** T223, T486-487

- *The Tarantula Scientist* by Sy Montgomery

Writing Workshop

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

Mini-lesson

- Writer's Craft
 - Use Precise Language & Domain-Specific Vocabulary T410-411
 - Use Correct Verb Tense T414-415
 - Edit for Adverbs T418-419
 - Edit Simple and Compound Sentences T422-423
 - Edit for Prepositions and Prepositional Phrases T426

Independent Writing

- Informational Article T411, 415,
- Conferences T408

★ **Writing Club:** T426-427

Writing Bridge:

- **Phonics/Spelling: Teach Prefixes il-, in-, im-, ir- T412, 416, 428**
- Language and Conventions: Teach Perfect Verb Tenses T421
- Language and Conventions: Practice Perfect Verb Tenses T425

Weekly Resource Overview:

★ Materials That Will Support Planning for the Week: T206-207

Week 2: Argumentative Text (U2W5)

★ **Anchor Texts:** *Let Wild Animals Be Wild* by David Bowles and *Don't Release Animals Back to the Wild* by Rene Soldana Jr.

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Video: Weekly Question: T270-271

- 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.

- What are some different ways people can observe and protect wildlife?

- Listening Comprehension: Read Aloud: “*You Are What You Eat*” T272-273
- Argumentative Texts - T274-275

Shared Read

- Introduce the Texts T284-299
 - Preview Vocabulary
 - Read *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild*
- Respond and Analyze T300-301
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Analyze Argumentative Texts
- Synthesize Information
- Use Precise Words
- Talk About It

Compare Texts

- Reflect and Share T322-323
 - Talk about it
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Parts of Speech T276-277
- **Phonics/Word Study: Teach and Apply Base Words and Endings T278-279, T302-303**
- Read Like a Writer: Analyze First-Person Point of View T308-309
- Write for a Reader: Use First-Person Point of View T316-317

Small Group/Independent

Teacher-Led: See Teacher's Edition T266-267 for the location of each lesson.

- Guided Reading/Leveled Readers
- Strategy, Intervention, and On-Level/Advanced Activities

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.

- ELL Targeted Support
- Fluency
- Conferring

Independent/Collaborative:

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T283, T488-489

- *The Tarantula Scientist* by Sy Montgomery

Writing Workshop

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

Mini-lessons

- Publish, Celebrate, Assess
 - Edit for Punctuation Marks T434-435
 - Edit for Capitalization T438-439
 - Publish and Celebrate T442-443
 - Prepare for Assessment T446-447
 - Assessment T450

Independent Writing

- Informational Article T 435, 439, 443, 447, 450
 - Conferences T432
 - Assessment T451

Writing Bridge:

- **Phonics/Spelling: Base Words with Endings T436**
- **Phonics/Spelling: Teach Base Words with Endings T440**
- Language and Conventions: Teach and Practice Active Voice T445, T449

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T266-267

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> ● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making <p>Core Competencies Guide:</p> <ul style="list-style-type: none"> ○ A Guide to the Core SEL Competencies (Activities and Strategies Included) ○ panoramaed.com/blog/guide-to-core-sel-competencies 	<p>Sub-Competency: Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Sub-Competency: Self-Management:</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Sub-Competency: Social Awareness:</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds 	<p>Weeks 3: Writing - Argumentative Writing (AW)</p> <p>★ Anchor Text:</p> <ul style="list-style-type: none"> ➤ Historical Fiction: <i>Esperanza Rising</i> by Pam Munoz Ryan <p>Weekly Question: How can people support their opinions?</p> <p>★ Argumentative Writing (AW) - Opinion Prompt (Opinion):</p> <p>“Esperanza” means “hope” in Spanish. Write an opinion piece arguing why <i>Esperanza Rising</i> is a fitting title for the novel. Use evidence from the text to support your claim.</p> <p>The Writing Process</p> <ul style="list-style-type: none"> ● Teach the Writing Process <ul style="list-style-type: none"> ○ Prewriting, Drafting, Revising, Editing, Publishing ○ Focus on Prewriting Strategies ● Reteach and expand upon Writing skills from Weeks 1 and 2 <ul style="list-style-type: none"> ○ Use the novel to support argument/opinion <p>Paragraph Writing</p> <ul style="list-style-type: none"> ● Types of paragraphs: <ul style="list-style-type: none"> ○ Introduction, Body, Conclusion ○ Organizational structure with paragraphs and ideas <ul style="list-style-type: none"> ■ Grouping ideas logically ● Focus on how to write an Introduction <ul style="list-style-type: none"> ○ Thesis statements (state opinion) ○ Introducing topics clearly ● Point of View ● Sensory Details <p>RACE Strategy</p> <ul style="list-style-type: none"> ● Teach RACE <ul style="list-style-type: none"> ○ Restate, Answer, Cite, Explain

	<ul style="list-style-type: none">● 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 <p>Sub-Competency: Relationship Skills</p> <ul style="list-style-type: none">● 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 <p>Sub-Competency: Responsible Decision-Making</p> <ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Practice Restaing questions and writing prompts (in Introduction paragraph writing)● Cite evidence to support argument/opinion <p><u>Story Elements:</u></p> <ul style="list-style-type: none">● Determine the theme of the text● Character● POV <p><u>Suggested Formative Assessment:</u></p> <ul style="list-style-type: none">● Have students create an Introduction paragraph for the prompt above <p><u>Suggested Summative Assessment:</u></p> <ul style="list-style-type: none">● Have students draft an essay for the prompt above <p>Week 4: Realistic Fiction (U3W1)</p> <p>★ Anchor Text: <i>Love Amalia</i> by Alma Flor and Gabriel M. Zubizarreta</p> <p><u>Reading Workshop</u></p> <p>Genre & Theme</p> <ul style="list-style-type: none">● Interact with Sources: Explore Poem: Weekly Question T18-19<ul style="list-style-type: none">○ What can we learn from the experiences of older generations?● Listening Comprehension: Read Aloud: <i>Advice From Mr. Chan</i> T20-21● Realistic Fiction: T22-23 <p>Shared Read</p> <ul style="list-style-type: none">● Introduce the Text T32-47<ul style="list-style-type: none">○ Preview Vocabulary○ Read <i>Love Amalia</i>● Respond and Analyze T48-49<ul style="list-style-type: none">○ Develop Vocabulary○ Check for Understanding
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		<p>Close Read Target Skills</p> <ul style="list-style-type: none">○ Analyze Characters○ Make Connections○ Shades of Meaning○ Talk About It <p>Compare Texts</p> <ul style="list-style-type: none">● Reflect and Share T70-71<ul style="list-style-type: none">○ Talk About It○ Weekly Question <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none">● Academic Vocabulary: Related Words T24-25● Phonics/Word Study: Teach With Latin Roots: <i>port, dict, ject, terr</i> T26-27, T50-51, T58-59, 72-73● Read Like a Writer: Analyze Imagery T56-57● Write for a Reader: Use Imagery T64-65 <p><u>Small Group/Independent</u></p> <p>Teacher-Led: See Teacher's Edition T14-15 for the location of each lesson.</p> <ul style="list-style-type: none">● Guided Reading/Leveled Readers● Strategy, Intervention, and On-Level/Advanced Activities● Fluency● ELL Targeted Support● Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none">● Independent Reading● Literacy Activities● Collaboration● Partner Reading <p>★ Book Club/SEL: T31, T75, T464-469</p> <ul style="list-style-type: none">○ <i>The Thing About Georgie</i> by Lisa Graff
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Writing Workshop

Weekly Focus: Use elements of opinion writing to write an opinion essay.

Mini-lesson

- Introduce and Immerse
 - Organize an opinion essay T326
 - Analyze a Point of View T330-331
 - Analyze Reasons and information T334-335
 - Brainstorm a Topic and Opinion T338-339
 - Plan Your Opinion Essay T342

Independent Writing

- Opinion Essay T327, 331, 335, 339, 342
- Conferences T324

★ **Writing Club:** T342-343

Writing Bridge:

- **Phonics/Spelling: Words With Latin Roots: *port, dict, ject, terr* T328, 332,336,340,344**
- Language and Conventions: Prepositions and Prepositional Phrases T333, 337, 341, 345

Weekly Resource Overview:

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

Week 5: Realistic Fiction (U3W2)

★ **Anchor Text:** *A Pet for Calvin* by Barbara Robinson

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
 - What are some different ways in which people can reach a goal?
- Listening Comprehension: Read Aloud: “*Snowball*” T82–T83
- Realistic Fiction T84–T85

		<p>Shared Read</p> <ul style="list-style-type: none">● Introduce the Text T94-107<ul style="list-style-type: none">○ Preview Vocabulary○ Read <i>A Pet for Calvin</i>● Respond and Analyze T108-109<ul style="list-style-type: none">○ Develop Vocabulary○ Check for Understanding <p>Close Read Target Skills</p> <ul style="list-style-type: none">○ Analyze Plot Elements○ Summarize○ Descriptive Language○ Write to Sources <p>Compare Texts</p> <ul style="list-style-type: none">● Reflect and Share T130-131<ul style="list-style-type: none">○ Write to Sources○ Weekly Question <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none">● Academic Vocabulary: Synonyms and Antonyms T86-87● Phonics/Word Study: Apply Suffixes -ize, -ance, -ence, -ist T110-111, 132, 133● Read Like a Writer: Analyze Hyperbole and Puns T116, 117● Write for a Reader: Develop Hyperbole and Puns T124-125 <p><u>Small Group/Independent</u></p> <p>Teacher-Led: See Teacher's Edition T76-T77 for the location of each lesson.</p> <ul style="list-style-type: none">● Guided Reading/Leveled Readers● Strategy, Intervention, and On-Level/Advanced Activities● ELL Targeted Support● Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none">● Independent Reading● Literacy Activities
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- Collaboration
- Partner Reading

- ★ **Book Club/SEL:** T93, T135, T470-471
 - *The Thing About Georgie* by Lisa Graff

Writing Workshop

Weekly Focus: Use elements of opinion writing to write an opinion essay.

Mini-lesson

- Develop Elements
 - Develop an Opinion T350-351
 - Develop Reasons T354-355
 - Develop Facts and Details T358-359
 - Include Graphic Features T362-363
 - Use Technology to Produce Writing T366

Independent Writing

- Opinion Essay T351, 355, 359, 363
- Conferences T348

- ★ **Writing Club:** T366-367

Writing Bridge:

- **Phonics/Spelling: Words With Suffixes -ize, -ance, -ence, -ist T352, 356, 360, 364, 368**
- Language and Conventions: Pronouns and Antecedents T357, 361, 365

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T76-77

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

★ **Anchor Text:**

- **Historical Fiction:** *Esperanza Rising* by Pam Munoz Ryan
 - Chapters 2, 10, & 13

Weekly Question: How can a theme be compared across various texts?

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

Write an essay comparing how each passage from *Esperanza Rising* demonstrates the novel's major themes: People can rise above hardships and overcome challenges that stand in their way. Support your response with details from **each of the three passages**.

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
- Use evidence to support answer

Story Elements:

- Theme:
 - Determine what it is
 - Use evidence to support why that is the theme
 - Compare the theme across texts

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: Legend/Drama(U3W3)

- ★ **Anchor Texts:** *The Carp* by Marie Yuen and *The Hermit Thrush* by Dana Crum

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Infographic: Weekly Question T140–T141
 - How are the experiences of people in ancient times similar to those of people in the modern world?
- Listening Comprehension: Read Aloud: “*Flying Free*” T142–T143
- Drama and Legend T144–T145

Shared Read

- Introduce the Text T154-173
 - Preview Vocabulary
 - Read and Compare Texts
- Respond and Analyze T174-175
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Explain Literary Structure
- Synthesize Information
- Precise Words
- Write to Sources

Compare Texts

- Reflect and Share T196-197
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Context Clues T146-147
- **Phonics/Word Study: Teach Unusual Spellings T148-149, 176-177, T198-199**
- Read Like a Writer: Analyze Stereotypes and Use Anecdotes T182-183,
- Write for a Reader: Avoid Stereotypes and Use Anecdotes 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
- Conferring

Independent/Collaborative:

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T153, T201, T472-473

- *The Thing About Georgie* by Lisa Graff

Writing Workshop

Weekly Focus: Use elements of opinion writing to write an opinion essay.

		<p>Mini-lesson</p> <ul style="list-style-type: none">• Develop Structure<ul style="list-style-type: none">○ Develop an Introduction and a Conclusion T374-375○ Develop Reasons and Supporting Information T378-379○ Compose Transitions, Words, Phrases and Clauses T382-383○ Use Formatting T386-387○ Use Technology to Interact and Collaborate T390 <p>Independent Writing</p> <ul style="list-style-type: none">• Opinion Essay T375, 379, 383, 387• Conferences T372• Select a Genre T391★ Writing Club: T366-367 <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none">• Phonics/Spelling: Words with Unusual Spellings T376, 380, 384, 392• Language and Conventions: Pronouns and Antecedents T377, 381, 384, 389 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none">★ Materials That Will Support Planning for the Week: T136-137 <p>Week 8: Poetry (U3W4)</p> <ul style="list-style-type: none">★ Anchor Texts: <i>Poetry Collection: Artist to Artist</i> by Davida Adedjouma, <i>Sepia</i> by Malathi Michelle Iyengar, and <i>Spruce</i> by Malathi Michelle Iyengar <p><u>Reading Workshop</u></p> <p>Genre & Theme</p> <ul style="list-style-type: none">• Interact with Sources: Explore the Riddles: Weekly Question T206–T207<ul style="list-style-type: none">○ What can our families teach us about ourselves?• Listening Comprehension: Read Aloud: “<i>Nana</i>” T208–T209• Poetry T210–T211
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Shared Read

- Introduce the Text T220-227
 - Preview Vocabulary
 - Read and Compare Texts
- Respond and Analyze T228-229
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Explain Figurative Language
- Visualize
- Descriptive Words
- Write to Sources

Compare Texts

- Reflect and Share T250-251
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Figurative Language T212-213
- **Phonics/Word Study:**
 - **Teach Suffixes -ous, -eous, -ious T214-215**
 - **Apply Suffixes -ous, -eous, -ious T230-231**
 - **High-Frequency Words T230**
- Read Like a Writer: Analyze Mood T236-237
- Write for a Reader: Establish Mood T244-245

Small Group/Independent

Teacher-Led: See Teacher's Edition T206-207 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:** T219, 255 , T474-475

- *The Thing About Georgie* by Lisa Graff

Writing Workshop

Weekly Focus: Use elements of opinion writing to write an opinion essay.

Mini-lesson

- Writer's Craft
 - Edit for Capitalization T398-399
 - Punctuation Titles T402-403
 - Revise by Rearranging Ideas for Clarity T406-407
 - Revise by Combining Ideas for Clarity T410-411
 - Participate in Peer Editing T414

Independent Writing

- Opinion Essays T399, 403, 407, 411, 414
- Conferences T396

★ **Writing Club:** T414-415

Writing Bridge:

- **Phonics/Spelling: Teach Suffixes -ous, -eous, -ious T400**
- Language and Conventions: Teach Indefinite and Reflexive Pronouns T409
- Language and Conventions: Practice Indefinite and Reflexive Pronouns T416

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T206-207

Week 9: Writing - Narrative Writing (NW - NWT)

★ **Anchor Texts:**

- **Historical Fiction:** *Esperanza Rising* by Pam Munoz Ryan
 - Chapter 14

Weekly Question: How can writers use text to help them continue a story?

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

Prompt:

At the novel's end, Esperanza tells Isabel, “Do not ever be afraid to start over”. Write a continuation of the story describing the new life Esperanza and her family will continue to build in America. **Use what you have learned from the novel and details from the final chapter** to construct your narrative 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 using evidence to support thinking and create new ideas to add on to the story (in Body paragraph writing)

Story Elements:

- Plot
- Setting
- Character
- Theme
- Mood
- Use of dialogue to help develop characters and events

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: Realistic Fiction (U3W5)

★ **Anchor Text:** *Life & Art from The Wright 3* by Blue Balliett

Reading Workshop

Genre & Theme

- Interact with Sources: Explore Media: Weekly Question T260–T261
 - How does art reflect people’s experiences?
- Listening Comprehension: Read Aloud: “*Art in Graffiti Park*” T262–T263
- Realistic Fiction T264–T265

Shared Read

- Introduce the Text T274-287
 - Preview Vocabulary
 - Read: “*Life & Art*”
- Respond and Analyze T288-289
 - Develop Vocabulary

- Check for Understanding

Close Read Target Skills

- Infer Multiple Themes
- Confirm and Correct Predictions
- Precise Words that Connect Theme
- Talk About It

Compare Texts

- Reflect and Share T310-311
 - Talk about it
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Parts of Speech T266-267
- **Phonics/Word Study: Teach Syllable Patterns T268-269**
- **Phonics/Word Study: Apply Syllable Patterns T290-291**
- Read Like a Writer: Analyze Effect of Point of View T296-297
- Write for a Reader: Use a Point of View T304-305

Small Group/Independent

Teacher-Led: See Teacher's Edition T256-257 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:** T273, T315, T476-477

- *The Thing About Georgie* by Lisa Graff

Writing Workshop

Weekly Focus: Use elements of opinion writing to write an opinion essay.

Mini-lessons

- Publish, Celebrate, Assess
 - Incorporate Peer and Teacher Suggestions T422-423
 - Publish a Final Draft T426-427
 - Publish and Celebrate T430-431
 - Prepare for Assessment T434-435
 - Assessment T438

Independent Writing

- Opinion Essay T423, 427, 431, 435, 438-439
- Conferences T420

Writing Bridge:

- **Phonics/Spelling: Words with Syllable Patterns T424**
- **Phonics/Spelling: Teach Words with Syllable Patterns T428**
- Language and Conventions: Indefinite and Reflexive Pronouns T425, 432, 440
- Language and Conventions: Oral Language Adverbs T429, 433, 437

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T256-257

Week 11: Historical Fiction (U4W1)

- ★ **Anchor Text:** *Keeping Mr. John Holton Alive* from *Elijah of Buxton* by Christopher Paul Curtis
- Amistad Law: N.J.S.A. 18A 52:16A-88**

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19

- Why should people work together to help others achieve freedom?
- Listening Comprehension: Read Aloud: “*The North Star*” T20–T21
- Historical Fiction T22–T23

Shared Read

- Introduce the Text T32-45
 - Preview Vocabulary
 - Read “*Keeping Mr. John Holton Alive*”
- Respond and Analyze T46-47
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Analyze Characters
- Evaluate Details
- Words that Describe Character Traits and Actions
- Talk About It: Opinion

Compare Texts

- Reflect and Share T68-69
 - Talk About It
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Related Words T24-25
- **Phonics/Word Study: Teach and Apply Word Parts pro-, com-, con- T26-27, T48-49**
- Read Like a Writer: Analyze Dialects T54-55
- Write for a Reader: Use Dialects T62-63
- **Phonics/Word Study: Spiral Review: Syllable Patterns T64–T65**

Small Group/Independent

Teacher-Led: See Teacher’s Edition 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, T73, T482-487

- *Guns for General Washington: A Story of The American Revolution* by Seymour Reit

Writing Workshop

Weekly Focus: Use elements of science fiction to write a short story.

Mini-lesson

- Introduce and Immerse
 - Organize and Plan Science Fiction Story: T344-345
 - Analyze Characters and Setting: T348-349
 - Analyze Plot: T352-353
 - Set a Purpose: T356-357

Independent Writing

- Science Fiction Story: T345, 349, 353, 357
- Conferences T342

★ **Writing Club:** T360-361 SEL

Writing Bridge:

- **Phonics/Spelling: Words with pro-, com-, con- T346, 350, 354, 362**
- Language and Conventions: Adjectives T351, 355, 359

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T16-17

Weeks 12: Writing - Informative/Explanatory Writing (IW- RST)

★ **Anchor Texts:**

- **Historical Fiction:** *Esperanza Rising* by Pam Munoz Ryan
- **Biography:** “Dolores Huerta, Leader and Activist” by Diane L. Brooks
- **Informational Text:** “Workers’ Rights and the History of Labor Unions” by Jessica McBirney

Weekly Question: How do writers use informational texts to respond to a question?

★ **Informative/Explanatory Writing (IW) - Research Simulation Task (RST) Prompt:**

Write an essay explaining how the dawn of labor unions positively changed the lives of workers in America. Explain how the struggles faced by these workers improved when labor unions were formed. Make sure to include evidence from **both sources**.

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 and 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)
- Annotate to find evidence
- Explain how the evidence used supports the answer

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) Science/Social Studies:

- *Tracking Monsters*: T226, T228, T233, T234
- *Let Wild Animals Be Wild* and *Don't Release Animals Back Into the Wild*: T288, T290, T294, T296, T298, T457
- *Love Amalia*: T34, T38, T42, T46
- *A Pet For Calvin*: T100
- *The Carp & The Hermit Thrush*: T158, T160, T162, T171-172
- *Poetry Collection*: T224, T226
- "Life & Art" from *The Wright 3*: T280, T283
- "Keeping Mr. John Holton Alive" from *Elijah of Buxton*: T35, T39, T42, T44

Weeks 1-12: Novel Study

★ *Esperanza Rising* by Pam Munoz Ryan

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

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*

Savvas MyView - Unit 4 Resources:

- **U4W1 Anchor Text: “Keeping Mr. John Holton Alive” from *Elijah of Buxton* by Christopher Paul Curtis**
 - Teacher Edition
 - Student Workbook

The Schmidt Ocean Institute: Remembering the Contributions of Black Americans to Marine Sciences

- Schmid Ocean website > search “log post: remembering the contributions of black americans to the marine sciences” > click on the article “Log Post: Remembering the Contributions of Black Americans to the Marine Sciences”
 - This article recognizes and celebrates the triumphs of both past and present Black marine scientists.

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

Trimester Novel:

- ***Esperanza Rising* by Pam Munoz Ryan**
 - Touches upon topics such as discrimination and prejudice in a historical fiction text.
 - Novel Study
 - Writing Prompts

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

Poem:

- “Three Sparrows” by Joseph O. Legaspi
 - PDF available online.
 - Use this poem to make text-to-text connections with *Esperanza Rising*
 - Teach Elements of Poetry

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

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.

Standards in Action: *Climate Change* 

We Animals Media:

- We Animals Media website > Discover the importance of environmental protection through these powerful visuals.
 - We Animals Media brings visibility to hidden animals through compelling photo and video journalism.

National Geographic Kids - Climate Change:

- National Geographic Kids website > search “Climate Change” > click on the article “Climate Change”
 - What is climate change? What could happen? Get all the facts you need to know.

WorldWildlife.org - Animals Affected by Climate Change:

- World Wildlife website > search “Animals Affected by Climate Change” > click on the article “Animals Affected by Climate Change”
 - Explore how climate change impacts species around the world.

World Wildlife Foundation Educational Resources:

- World Wildlife website > click “Get Involved” on top menubar > click “Educational resources”
 - Explore a variety of digital resources and tools for cross-curricular learning.

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.

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

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

Short Story:

- ***Brothers in Hope: The Story of the Lost Boys of Sudan* By Mary Williams**
 - PDF available online.
 - Eight-year-old Garang finds his village has been destroyed. Walking hundreds of miles seeking safety while facing numerous hardships and dangers, faith and mutual support help keep the hope of finding a new home alive. Supported by the Anti-Defamation League and the American Immigration Council, this text is a story of remarkably enduring courage and an amazing testament to the unyielding power of the human spirit.

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

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

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

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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ol style="list-style-type: none">1. Career Awareness & Planning2. Creativity and Innovation3. Critical Thinking & Problem-Solving4. Global & Cultural Awareness5. Information and Media Literacy6. Technology Literacy	
	Core Ideas:	<ul style="list-style-type: none">● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.● Individuals from different cultures may have different points of view and experiences.● Culture and geography can shape an individual’s experiences and perspectives.● Specific situations require the use of relevant sources of information.● Different digital tools have different purposes.● Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Performance Expectation/s:	<ul style="list-style-type: none">● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.● 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.

		<ul style="list-style-type: none">● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change● 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).● 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).● 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).● 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).● 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.● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Consider the environmental, social and economic impacts of decisions.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.● Model integrity, ethical leadership and effective management.● Plan education and career paths aligned to personal goals.● Use technology to enhance productivity, increase collaboration and communicate effectively.● Work productively in teams while using cultural/global competence.	

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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