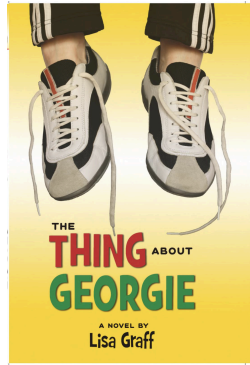


| Domain Anchor Statement Codes | | | |
|---|--|------------------------------------|--|
| Reading | Writing | Speaking and Listening | Language |
| CR: Close Reading of Text | AW: Argumentative Writing | PE: Participate Effectively | RF: Foundational Skills: Reading Language |
| CI: Central Ideas and 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 |
|-----------|-------------------------------------|--------------------------------|
| 3 | Unit 4 - Liberty & Unit 5 - Systems | 60 Days |

| Grade 5 NJSLS - ELA | Core Ideas and Practices Interdisciplinary Standards |
|---|---|
| Language Domain | <p><u>MP 3 Novel Requirement:</u> <i>The Thing About Georgie</i> by Lisa Graff <u>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</u></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. |  <p><u>Essential Questions:</u> <u>Unit 4:</u> What does it mean to be free? <u>Unit 5:</u> How do elements of systems change?</p> |

- 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 punctuating 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: How can ordinary people contribute to a fight for freedom?

Week 2: What can governments do to protect our freedoms?

Week 3: How can people support their opinions?

Week 4: What are some things people can do when their freedom is limited?

Week 5: How can going to a new place give a person new opportunities?

Week 6: How does shifting the point of view change a narrative text?

Week 7: How do rocks form and change over time?

Week 8: What can cause water to change form?

Week 9: How can using research help people support their informative writing?

Week 10: How can Earth's changes affect where and how we live?

Week 11: How do human actions create and change cycles?

Week 12: How does using cited evidence support a written analysis?

Activity Description:

Week 1: Historical Fiction (U4W2)

★ **Anchor Text:** *The Scarlet Stockings Spy* by Trinka Hakes Noble

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Map: Weekly Question T78-79
 - How can ordinary people contribute to a fight for freedom?
- Listening Comprehension: Read Aloud: "*Jefferson's Desk*" T80-81
- Historical Fiction T82-83

Shared Read

- Introduce the Text T92-109
 - Preview Vocabulary
 - Read *The Scarlet Stockings Spy*
- Respond and Analyze T110-111
 - 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

- Infer Multiple Themes
- Monitor Comprehension
- Words That Bring Historical Times, Events, or Places to Life
- Write to Sources: Opinion

Compare Texts

- Reflect and Share T132-133
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Synonyms and Antonyms T84-85
- **Phonics/Word Study: Teach and Apply Word Parts Anti-, Mid-, Trans- T86-87, T112-113, T120-121, T134-135**
- Read Like a Writer: Analyze Point of View T118-119
- Write for a Reader: Use Point of View T126-127

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
- ELL Targeted Support
- Conferring

Independent/Collaborative:

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T91, T137, T488-489

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.

- *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

- Develop Elements
 - Science Fiction Story: T368-369
 - Develop Characters: T348-349
 - Develop Setting: T372-373
 - Develop the Conflict: T376-377
 - Develop the Resolution: T380-381

Independent Writing

- Science Fiction T369, 373, 377, 381
- Conferences T366

★ **Writing Club:** T384-385

Writing Bridge:

- **Phonics/Spelling: Words with anti-, mid-, trans- T370, 374, 378, 386**
- Language and Conventions: Adjectives (Comparative and Superlative) T371, 375, 379, 383

Weekly Resource Overview:

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

Week 2: Informational Text (U4W3)

- ★ **Anchor Text:** From *The Bill of Rights* by Amie Jane Leavitt

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Word Puzzle: Weekly Question T142 - T143
 - What can governments do to protect our freedoms?

- 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: *“Freedom of Speech at School”* T144 - T145

Shared Read

- Introduce the Text T156-171
 - Preview Vocabulary
 - Read *The Bill of Rights*
- Respond and Analyze T172-173
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Domain-specific Words That Connect to Liberty
- Interpret Text Structure
- Summarize
- Write to Sources: Response to Informational Text

Compare Texts

- Reflect and Share T194-195
 - Write to Sources
 - Weekly Question


Reading Bridge:

- Academic Vocabulary: Context Clues T148-149
- **Phonics/Word Study: Teach Word Parts sub-, super- T150-151, 174-175, T182-183, T196-197**
- Read Like a Writer: Analyze Author’s Purpose T180-181,
- Write for a Reader: Choose a Writing Purpose T188-189

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
- ELL Targeted Support
- Conferring

| | |
|---|---|
| <p>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.</p> | <p>Independent/Collaborative:</p> <ul style="list-style-type: none">● Independent Reading● Literacy Activities● Collaboration● Partner Reading <p>★ Book Club/SEL: T155, T199, T490-491</p> <ul style="list-style-type: none">○ <i>Guns for General Washington: A Story of The American Revolution</i> by Seymour Reit <p><u>Writing Workshop</u></p> <p>Weekly Focus: Use elements of science fiction to write a short story.</p> <p>Mini-lesson</p> <ul style="list-style-type: none">● Develop Structure<ul style="list-style-type: none">○ Organize an Introduction T392-393○ Organize Sequence of Events T396-397○ Choose Pacing of Events T400-401○ Develop the Plot T404-405○ Select a Different Genre T408 <p>Independent Writing</p> <ul style="list-style-type: none">● Science Fiction Story T393, 397, 401, 405, 408● Conferences T390● Select a Genre T409 <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none">● Phonics/Spelling: Words with sub-, super- T374, 398, 402, 406, 410● Language and Conventions: Oral Language: Coordinating and Subordinating Conjunctions T399, 403, 407 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none">★ Materials That Will Support Planning for the Week: T140-141 |
| <p>Speaking and Listening Domain</p> | |
| <p>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.</p> <ul style="list-style-type: none">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. <p>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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. </p> <p>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.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | |

| Social and Emotional Learning: Competencies | Social and Emotional Learning: Sub-Competencies | Weeks 3: Writing - Argumentative Writing (AW) |
|--|---|--|
| <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>★ Anchor Text:</p> <ul style="list-style-type: none"> ➤ Realistic Fiction: <i>The Thing About Georgie</i> by Lisa Graff <p>Weekly Question: How can people argue and support their point of view?</p> <p>★ Argumentative Writing (AW) - Opinion Prompt (Opinion):</p> <p>Consider what makes a good friend. What aspects of a person matter when it comes to friendship? Which character do you think was a good friend to Georgie? Write an opinion piece supporting your point of view. 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 ● Transition Words/Phrases <p>RACE Strategy</p> <ul style="list-style-type: none"> ● Teach RACE <ul style="list-style-type: none"> ○ Restate, Answer, Cite, Explain |

- 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

- Practice Restating questions and writing prompts (in Introduction paragraph writing)
- Link opinion and reasons through use of citations and explanations

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: Biography (U4W4)

- ★ **Anchor Text:** *Delivering Justice* by Jim Haskins
Amistad Law: *N.J.S.A. 18A 52:16A-88*

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Timeline: Weekly Question T204–T205
 - What are some things people can do when their freedom is limited?
- Listening Comprehension: Read Aloud: “Mahalia Jackson” T206–T207
- Biography T208–T209

Shared Read

- Introduce the Text T218–T235
 - Preview Vocabulary
 - Read *Delivering Justice*
- Respond and Analyze T236–T237
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Words That Connect to Civil Rights
- Explain Relationships Between Ideas
- Generate Questions

- Write to Sources: Response to Informational Text

Compare Texts

- Reflect and Share T258–T259
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Figurative Language T210–T211
- **Phonics/Word Study:**
 - **Teach Greek Word Origins T212–T213**
 - **Word Study: Apply Word with Greek Origins T238–T239**
 - **High-Frequency Words T238**
 - **Read Like a Writer: Analyze Graphic Features T244–T245**
 - **Write for a Reader: Use Graphic Features T252–T253**

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
- ELL Targeted Support
- Fluency
- Conferring

Independent/Collaborative:

- Independent Reading
- Literacy Activities
- Collaboration
- Partner Reading

★ **Book Club/SEL:** T217, T432-433, T492-493

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

| | | |
|--|--|--|
| | | <p><u>Writing Workshop</u> Weekly Focus: Use elements of science fiction to write a short story. Mini-lesson</p> <ul style="list-style-type: none">● Writer’s Craft<ul style="list-style-type: none">○ Edit for Prepositions and Prepositional Phrases T416-417○ Edit for Irregular Verbs T420-421○ Edit for Collective Nouns T424 -425○ Edit for Subordinating Conjunctions T428-429○ Edit for Punctuation Marks T432 <p>Independent Writing</p> <ul style="list-style-type: none">● Science Fiction T417, 421, 425, 429, 432-433● Conferences T414 <p>★ Writing Club: T432-433</p> <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none">● Phonics/Spelling: Teach and Use Words with Greek Roots T422, 426, 430● Language and Conventions: Teach and Practice Correlative Conjunctions T423, 427, 431 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none">★ Materials That Will Support Planning for the Week: T202-203 <p>Week 5: Historical Fiction (U4W5)</p> <ul style="list-style-type: none">★ Anchor Text: <i>Ezekiel Johnson Goes West</i> by Guy A. SimsAmistad Law: N.J.S.A. 18A 52:16A-88 <p><u>Reading Workshop</u> Genre & Theme</p> <ul style="list-style-type: none">● Interact with Sources: Explore the Primary Source: Weekly Question T268-269<ul style="list-style-type: none">○ How can going to a new place give a person new opportunities? |
|--|--|--|

- Listening Comprehension: Read Aloud: “*Voyage*” T270-271
- Historical Fiction T272-273

Shared Read

- Introduce the Text T282-283
 - Preview Vocabulary
 - Read “*Ezekiel Johnson Goes West*”
- Respond and Analyze T306-307
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Explain Author’s Purpose
- Make Inferences
- Words That Connect to Western Migration
- Talk About It: Opinion

Compare Texts

- Reflect and Share T328-329
 - Talk About It
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Parts of Speech T274-275
- **Phonics/Word Study: Teach Latin Roots *audi, rupt, scrib, spec* T276–T277**
- **Phonics/Word Study: Apply Latin Roots *audi, rupt, scrib, spec* T308–T309**
- Read Like a Writer: Analyze Adages and Proverbs T314–T315
- Write for a Reader: Use Adages and Proverbs T322–T323

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:** T281, T333, T494-495

- *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-lessons

- Publish, Celebrate, Assess
 - Revise by Adding and Deleting Ideas for Clarity T440-441
 - Edit for Indefinite Pronouns T 444-445
 - Publish and Celebrate T448-449
 - Prepare for Assessment T452-453
 - Assessment T456-457

Independent Writing

- Science Fiction Story T441, 445, 449. 453, 456-457
- Conferences T438

Writing Bridge:

- **Phonics/Spelling: Latin Roots *audi, rupt, scrib, spec* T442, 450, 458**
- **Phonics/Spelling: Teach Latin Roots *audi, rupt, scrib, spec* T446**
- Language and Conventions: Oral Language: Capitalization T447
- Language and Conventions: Teach and Practice Capitalization T451, 455

Weekly Resource Overview:

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

Week 6: Writing - Narrative Writing (NW - NWT)

★ **Anchor Texts:**

- **Realistic Fiction:** *The Thing About Georgie* by Lisa Graff
 - Chapter 23

Weekly Question: How does shifting the point of view change a narrative text?

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

Prompt:

In Chapter 23 of *The Thing About Georgie*, Jeanie's true colors finally shine through when she comes to Georgie's aid at the play when he encounters a bully. **Retell the events** of this chapter **from Jeanie's point of view**. Use **details from the chapter** as well as your **understanding of Georgie and Jeanie's relationship** throughout the novel to construct your **narrative** 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
 - Use of transitional words/phrases
 - Use of Figurative Language
- Reteach how to write Introduction paragraphs
- Focus on how to write Body paragraphs
 - Main ideas and supporting details

- Teach how to write Conclusion paragraphs to wrap up a text

RACE Strategy

- Reteach RACE
 - Restate, Answer, Cite, Explain
- Practice Answering questions and writing prompts
- 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 Body paragraph for the prompt above

Suggested Summative Assessment:

- Have students draft an essay for the prompt above

Week 7: Informational Text (U5W1)

- ★ **Anchor Text:** From *Rocks and Fossils* by Richard Hantula

Reading Workshop

Genre & Theme

- Interact with Sources: Explore Infographic: *Rocks and Fossils*: Weekly Question: T18-19
 - How do rocks form and change over time?
- Listening Comprehension: Read Aloud: “*Geologist at Work*” T20-21
- Informational Text: T22-23

Shared Read

- Introduce the Text T32-53
 - Preview Vocabulary

- Read *Rocks and Fossils*
- Respond and Analyze T292-293
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Identify Main Ideas and Details
- Make Connections
- Vocabulary in Context
- Talk About It

Compare Texts

- Reflect and Share T76-77
 - Talk About It
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Related Words T24-25
- **Phonics/Word Study: Teach and Apply Consonant Changes T26-27, T56-57, T64-65**
- Read Like a Writer: Analyze Text Features T62-63
- Write for a Reader: Develop Text Features T70-71
- **Phonics/Word Study: Spiral Review: Latin Roots *audi, rupt, scrib, spec* T72-T73**

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, T81, T476-477
 - *Into the Volcano* by Donna O'Meara

Writing Workshop

Weekly Focus: Use elements of poetry to write a poem.

Mini-lesson

- Introduce and Immerse
 - Analyze Poetry T334-335
 - What Poetry Sounds Like T338-339
 - What Poetry Looks Like T342-343
 - Brainstorm Ideas T346-347
 - Plan Your Poetry T350

Independent Writing

- Poetry T335, 339, 343, 347
- Conferences T332

- ★ **Writing Club:** T350-351

Writing Bridge:

- **Phonics/Spelling: Consonant Changes T336, 340, 344, 352**
- Language and Conventions:
 - Capitalization T337
 - Commas and Semicolons T341, 345, 349

Weekly Resource Overview:

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

Week 8: Informational Text (U5W2)

★ **Anchor Text:** *Earth's Water Cycle* by Diane Dakers

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Poem: Weekly Question T86-87
 - What can cause water to change form?
- Listening Comprehension: Read Aloud: “*Why Does Ice Float?*” T88-89
- Informational Text T90-91

Shared Read

- Introduce the Text T100-115
 - Preview Vocabulary
 - Read *Earth's Water Cycle*
- Respond and Analyze T116-117
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Interpret Text Features
- Confirm or Correct Predictions
- Vocabulary in Context
- Write to Sources

Compare Texts

- Reflect and Share T138-139
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Synonyms and Antonyms T92-93
- **Phonics/Word Study: Syllable Patterns T94-94, T118-119, 126-127, 140-141**
 - **High Frequency Words T118**
- Read Like a Writer: Analyze Text Structure T124-125
- Write for a Reader: Develop Text Structure T132-133

| | | |
|--|--|---|
| | | <p><u>Small Group/Independent</u> Teacher-Led: See Teacher's Edition T82-83 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: T99, T143, T478-479</p> <ul style="list-style-type: none">○ <i>Into the Volcano</i> by Donna O'Meara <p><u>Writing Workshop</u> Weekly Focus: Use elements of poetry to write a poem. Mini-lesson</p> <ul style="list-style-type: none">● Develop Elements<ul style="list-style-type: none">○ See Like a Poet T358-359○ Use Rhythm and Rhyme T362-363○ Use Personification T 366-367○ Use Simile and Metaphor T370-371○ Use Interjections T374 <p>Independent Writing</p> <ul style="list-style-type: none">● Poetry T358-359, 363, 367, 371● Conferences T356 <p>★ Writing Club: T374-375</p> <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none">● Phonics/Spelling: Syllable Patterns T360, 364, 368, 376 |
|--|--|---|

- Language and Conventions: Commas and Introductory Elements T365, 369, 373

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T82-83

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

★ **Anchor Texts:**

- **Realistic Fiction:** *The Thing About Georgie* by Lisa Graff
- **Informational Text:** “What is the Big Bad Wolf?” by Linda Zajac
- **Informational Text:** “Sharks: Monsters or Misunderstood?” by Marie Droual

Weekly Question: How can using research help people support their informative writing?

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

Task (RST) Prompt:

At the beginning of the novel, Jeanie is introduced to the audience as “Jeanie the Meanie”. Despite this mean moniker, Jeanie is revealed to be misunderstood and in need of a friend. Some animals are misunderstood by humans, just like Jeanie was in the novel. Should we protect animals with “bad reputations”? Write an essay to support your answer by using **information from both sources.**

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 paragraph
- Focus on how to write Body paragraphs
 - Setting a purpose
 - Text Structure
 - Using evidence from texts to support thinking
 - Transitional Words/Phrases
- Teach how to write Conclusion paragraphs to wrap up a text

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: Historical Fiction (U5W3)

★ **Anchor Text:** “*The Dog of Pompeii*” by Louis Untermeyer

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Video: Weekly Question T148-149
 - How can Earth’s changes affect where and how we live?
- Listening Comprehension: Read Aloud: “*The Big One*” T150-151

- Historical Fiction T152-153

Shared Read

- Introduce the Text T162-179
 - Preview Vocabulary
 - Read “*The Dog of Pompeii*”
- Respond and Analyze T180-181
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Analyze Plot and Setting
- Make Inferences
- Vocabulary in Context
- Write to Sources

Compare Texts

- Reflect and Share T202-203
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Context Clues T154-155
- **Phonics/Word Study: Teach and Apply Multisyllabic Words T156-157, 182-183, 190-191, 204-205**
- Read Like a Writer: Analyze Denotation and Connotation T188-189
- Write for a Reader: Use Denotation and Connotation T196-197

Small Group/Independent

Teacher-Led: See Teacher’s Edition T144-T145 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:** T161, 207, 480-481

- *Into the Volcano* by Donna O'Meara

Writing Workshop

Weekly Focus: Use elements of poetry to write a poem.

Mini-lesson

- Develop Structure
 - Choose Line Breaks T382-T383
 - Develop Stanzas T386-387
 - Develop Poetry with Punctuation T390-391
 - Develop a Rhyme Scheme T394-395
 - Rewrite for Precise Meaning T398

Independent Writing

- Poetry T383, 387, 391, 395
- Conferences T380
- Select a Genre T399

Writing Bridge:

- **Phonics/Spelling: Multisyllabic Words T384, 388, 392, 400**
- Language and Conventions: Title Punctuation T389, 393, 397

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T144-145

Week 11: Informational Text (U5W4)

- ★ **Anchor Text:** “*Let’s Talk Trash*” by USDA and “*It’s Time To Get Serious About Reducing Food Waste, Feds Say*” by NPR

Reading Workshop

Genre & Theme

- Interact with Sources: Explore the Diagram: Weekly Question T212-213
 - How do human actions create and change cycles?
- Listening comprehension: Read Aloud “*The Problem with Palm Oil*” T214-215
- Informational Text T216-217

Shared Read

- Introduce the Text T226-233
 - Preview Vocabulary
 - Read “*Let’s Talk Trash*” and “*It’s Time To Get Serious About Reducing Food Waste, Feds Say*”
- Respond and Analyze T234-235
 - Develop Vocabulary
 - Check for Understanding

Close Read Target Skills

- Compare and Contrast Accounts
- Monitor Comprehension
- Vocabulary in Context
- Write to Sources

Compare Texts

- Reflect and Share T256-257
 - Write to Sources
 - Weekly Question

Reading Bridge:

- Academic Vocabulary: Analogies T218-219
- **Phonics/Word Study: Teach and Apply Schwa T220-221, 236-237, 244-245, 258-259**
- Read Like a Writer: Analyze Graphic Features T242-243
- Write for a Reader: Develop Graphic Features T250-251

Small Group/Independent

Teacher-Led: See Teacher's Edition T208-209 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:** T225, 261, 482-483

- *Into the Volcano* by Donna O'Meara

Writing Workshop

Weekly Focus: Use elements of poetry to write a poem.

Mini-lesson

- Writer's Craft
 - Use Poetic License T406-407
 - Try a New Approach T10-411
 - Edit for Subordinating Conjunctions T414-T415
 - Edit for Adjectives T418-419
 - Edit Titles and Show Emphasis T422

Independent Writing

- Poetry T407, 411, 415, 419
- Conferences T404

★ **Writing Club:** T422-423

Writing Bridge:

- **Phonics/Spelling: Words with Schwa Sounds T408, 412, 416, 424**
- Language and Conventions: Quotation Marks with Dialogue T413, 417, 421

Weekly Resource Overview:

- ★ Materials That Will Support Planning for the Week: T208-209

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

★ **Anchor Texts:**

- **Realistic Fiction:** *The Thing About Georgie* by Lisa Graff
 - Chapter 9
- **Fable:** “The Bear and the Two Travelers” by Aesop
- **Poem:** “Masks” by Shel Silverstein

Weekly Question: How does using cited evidence support a written analysis?

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

You have read three texts that all relate to the topic of friendship. They all share the common theme that being a good friend is important. Write an essay comparing how the passage from *The Thing About Georgie*, the short story “The Bear and the Two Travelers,” and the poem “Masks,” each demonstrate this theme. Support your response with **details from at least two texts.**

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 paragraphs
- Focus on how to write Body paragraphs
 - Main ideas and supporting details
 - Use of transitional words and phrases
- Teach how to write Conclusion paragraphs to wrap up a text

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
- Practice finding and Citing evidence
- Practice Explaining how the evidence supports the answer

Story Elements:

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

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

- *The Scarlet Stockings Spy*: T94, T95, T98, T103, T108-109
- *The Bill of Rights*: T158, T161, T164, T167-168, T171
- *Delivering Justice*: T221, T223, T225, T230, T235
- *Ezekiel Johnson Goes West*: T288, T294, T296 T298, T305
- *Rocks and Fossils*: T34, T38, T40, T41, T42, T43, T46, T48, T51
- *Earth's Water Cycle*: T107, T110, T113
- *"The Dog of Pompeii"*: T179
- *"Let's Talk Trash"* and *"It's Time to Get Serious About Reducing Food Waste, Feds Say"*: T230, T233

Weeks 1-12: Novel Study

★ *The Thing About Georgie* by Lisa Graff

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

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:

- **U4W4 Anchor Text: Delivering Justice by Jim Haskins**
 - Teacher Edition
 - Student Workbook
- **U4W5 Anchor Text: *Ezekiel Johnson Goes West* by Guy A. Sims**
 - Teacher Edition
 - Student Workbook

Museum Website:

- **Smithsonian National Museum of African American History & Culture**
 - Search for “Smithsonian National Museum of African American History & Culture” > explore the site and resources
 - Find literature, videos, and photographs for both students and teachers to use to help learn about African American Culture and History.

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

Universal Declaration of Human Rights - Kid-friendly version

- Department of Education>New Jersey State Learning Standards>New Jersey Commission on Holocaust Education>Classroom Curriculum>Curriculum Guides & Materials > NJ Holocaust Grades 5-8 Curriculum: Unit 1
 - Go to “Additional Teacher Resources” to find the PDF and share it with students.

- Can be used in conjunction with **Week 2: Unit 4 Week 3** Anchor Text for text-to-text connections

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

Trimester Novel:

- ***The Thing About Georgie* by Lisa Graff**
 - Reflects character with a disability in positive, authentic ways in a realistic fiction text.
 - Novel Study
 - Writing Prompts

Poem:

- **“Wild Geese” by Mary Oliver**
 - PDF available online.
 - Use this poem to make text-to-text connections with *The Thing About Georgie*.
 - Teach Elements of Poetry

Britannica Kids:

- Britannica Kids website > search “Americans with Disabilities Act” > click on the article
 - Use to explain the Act and its importance while teaching *The Thing About Georgie*.

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.

YouTube Video:

- **The History of U.S. Voting Rights | Things Explained**

- This video covers the history of voting rights, including women's suffrage, Black disenfranchisement, the Voting Rights Act of 1965, and the various methods American voters can cast their ballots today.

Standards in Action: *Climate Change*

Climate Change Resources:

- Climate Change Resources website > click “Youth” > click on “Just for Kids”
 - This site provides a multitude of resources to engage students and help them learn about climate change as well as the actions they can take to help.

Commonsense.org - Climate Change Resources for Students and Teachers:

- Commonsense.org > click “For Educators” > search “climate change”
 - The resources dig into data on everything from CO2 emissions to population density, analyzing environmental and ecological systems, and understanding renewable energy and conservation. Students can reckon with the realities of climate change and feel like a better world is possible.

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;">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 *Resources/Materials***

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ML (Multi-Lingual 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>  |
|---|---|---|---|---|---|---|--|---|---|