

# Mullica Township School District



## English Language Arts Fifth Grade

Board approval: 11/28/2018

## Unit Overview

**Content Area:**  
English Language Arts

**Unit Title:**  
School Spirit – Journeys Grade 5 - Unit 1 – Houghton Mifflin Harcourt

**Grade Level:**  
Fifth Grade

**Unit Summary:**  
In Unit 1, fifth grade students examine story structure, use graphic features, compare and contrast, and identify theme to deepen their understanding of reading selections. In addition, the practice writing complex sentences and using affixes to understand words.

## Learning Targets

### **NJSLS**

#### Reading Literature

- 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- 5.6 Describe how a narrator's or speaker's point of view influences how events are described
- 5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

### Reading Informational Text

- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

### Reading Foundational Skills

- 5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
- 5.4a Read grade-level text with purpose and understanding
- 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

### Writing

- 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally
- 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
- 5.3e Provide a conclusion that follows from the narrated experiences or events
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

- 5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting
- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources
- 5.9a Apply grade 5 Reading standards to literature
- 5.9b Apply grade 5 Reading standards to informational texts
- 5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

#### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1b Follow agreed-upon rules for discussions and carry out assigned roles
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 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
- 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

#### Language

- 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5.2a Use punctuation to separate items in a series

- 5.2b Use a comma to separate an introductory element from the rest of the sentence
- 5.2c Use a comma to set off the words yes and no and to indicate direct address
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

**Primary Interdisciplinary Connections:**

ESS1.B: Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

**NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- What funny events lead Louis to Mrs. Jewls's classroom?
- How can graphics help you learn about space?
- What can our differences teach us?
- What events lead a team to learn double Dutch?
- How does a character learn an important lesson?

**Unit Enduring Understandings:**

*Students will understand that...*

- We never stop learning.

**Unit Learning Targets:**

*Students will...*

- listen to fluent reading
- listen for story structure
- understand and use target vocabulary words
- use context clues to identify the meaning of a word
- learn and use words with the Latin and Greek prefixes non-, un-, dis-, and mis-
- use word parts to determine meanings of words
- listen to compare and contrast
- learn and use words that have more than one meaning
- use word-learning strategies independently
- listen for purpose
- listen for a sequence of events
- learn and use words with the suffixes -ion, -tion
- listen for theme
- identify formal/informal language
- learn and use words with the suffix -ly, -ful
- recognize VCV syllable patterns
- decode words with long and short vowel sounds
- use the vowel sounds in the VCV syllable pattern to decode words
- recognize the VCCV pattern
- decode words with the VCCV pattern
- recognize digraphs in multi-syllable words
- decode words with digraphs
- identify events that advance a story's plot
- organize story elements in a Story Map
- use story structure to summarize
- make connections across texts
- ask and answer questions
- understand the features of a fictional narrative (story)
- identify text features
- identify text and graphic features and their purposes
- use text and graphic features to ask and answer questions
- analyze information from text and graphic features

- use text and graphic features to gain an overview of information
- compare and contrast characters in text
- make inferences and predictions
- use comparing and contrasting to infer what characters think and to predict what characters will do
- connect story details with personal experiences
- identify a sequence of events in text
- use the monitor/clarify strategy to check understanding of a sequence of events
- infer unstated events and their sequence
- interpret poetry
- study and evaluate fictional narratives
- understand theme
- visualize story details
- use the visualize strategy to identify theme
- use text details and background knowledge to infer a story's theme
- practice previewing a text and answering questions about it
- read aloud with grade-appropriate fluency and expression
- use tone, volume, and pace to read with expression
- recognize words correctly as you read aloud
- use text cues to adjust intonation
- use natural phrasing and pauses to read aloud with grade-appropriate fluency
- read fluently while using appropriate stress
- identify stressed and unstressed syllables to decode words
- spell words with short vowel sounds
- spell words with the long a and long e sounds
- spell words with the long i and the long o sounds
- spell words with patterns that have the /oo/ and /yoo/ sounds
- spell words with the /ou/, /o/, and /oi/ vowel sounds
- identify the subject and predicate in a sentence
- identify fragments
- identify declarative, interrogative, imperative, and exclamatory sentences
- use complete subjects and predicates
- use complete simple and compound sentences with subject-verb agreement
- identify common and proper nouns
- use proper nouns in writing and speaking
- use plural forms of nouns correctly
- use nouns in writing
- use complete sentences in writing and speaking
- demonstrate focused ideas in writing
- write a fictional narrative paragraph
- use a variety of sentences in writing and speaking
- understand the features of a descriptive composition
- write a descriptive composition
- understand the features of dialogue
- write dialogue in a fictional narrative
- use the writing process to plan a fictional narrative
- draft, revise, proofread, and edit a fictional narrative

- publish final drafts
- read independently for a sustained period of time
- analyze and use media for research
- explain different ways to present messages
- conduct an interview
- survey different media techniques
- identify the media’s point of view
- give, restate, and follow directions
- learn and apply test-taking strategies
- practice previewing a text and answering questions about it

**Evidence of Learning**

**Summative Assessments:**

- Unit Project – Create a Guidebook

**Formative Assessments:**

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling, comprehension)
- Observation
- Discussions
- Performance Task
- Text-to-text Questions

**Alternative Assessments**

Standards Based Assessment (Journeys)  
 Reading journal / blog  
 Role play (write and perform)

**Benchmark Assessment:**

Journeys Benchmark Test  
 Study Island Benchmark #1

**Lesson Plans**

**Lesson**

**Timeframe**

**Lesson 1**

“A Package for Mrs. Jewls”; “Questioning Gravity”

- Target Skill - Story Structure
- Target Strategy - Summarize
- Spelling - Short Vowel Words
- Fluency – Expression
- Grammar – Complete Sentences
- Writing – Express Ideas

One Week

<ul style="list-style-type: none"> <li>• Decoding – VCV Syllable Pattern</li> <li>• Vocabulary Strategy – Using Context</li> </ul>	
<p><b>Lesson 2</b></p> <p>“Blasting Off to Space Academy”; “Profile One Week of a Space Walker”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Question</li> <li>• Spelling – Long a and e Words</li> <li>• Fluency – Accuracy</li> <li>• Grammar – Kinds of Sentences</li> <li>• Writing – Express Voice</li> <li>• Decoding – Vowel Sounds in VCV Syllable Patterns</li> <li>• Vocabulary Strategies – Prefixes non-, un-, dis-, mis-</li> </ul>	<p>One Week</p>
<p><b>Lesson 3</b></p> <p>“Off and Running”; “Vote for Me”</p> <ul style="list-style-type: none"> <li>• Target Skill – Compare and Contrast</li> <li>• Target Strategy – Infer/Predict</li> <li>• Spelling - Long i and o Words</li> <li>• Fluency – Intonation</li> <li>• Grammar – Compound Sentences</li> <li>• Writing – Express Word Choice</li> <li>• Decoding – VCCV Pattern</li> <li>• Vocabulary Strategies – Multiple Meaning Words</li> </ul>	<p>One Week</p>
<p><b>Lesson 4</b></p> <p>“Double Dutch: A Celebration of Jump</p>	<p>One Week</p>

<p>Rope, Rhyme, and Sisterhood”; “Score!”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Spelling – /oo/ and /yoo/ sounds</li> <li>• Fluency – Phrasing, Pauses</li> <li>• Grammar – Common and Proper Nouns</li> <li>• Writing Express Ideas</li> <li>• Decoding – Digraphs in Multisyllable Words</li> <li>• Vocabulary Strategies – Suffixes - ion, -tion</li> </ul>	
<p><b>Lesson 5</b></p> <p>“Elisa’s Diary”; “From Tragedy to Triumph”</p> <ul style="list-style-type: none"> <li>• Target Skill – Theme</li> <li>• Target Strategy – Visualize</li> <li>• Spelling - /ou/, /o/, /oi/ sounds</li> <li>• Fluency – Stress</li> <li>• Grammar – Singular and Plural Nouns <ul style="list-style-type: none"> <li>• Writing – Express Voice</li> </ul> </li> <li>• Decoding – Stressed and Unstressed Syllables</li> <li>• Vocabulary Strategies – Suffixes – ly, -ful</li> </ul>	<p>One Week</p>
<p><b>Additional Resources</b></p>	
<p><b>Student Resources:</b></p> <p>Student Book pg. 18-141</p> <p>Practice Book</p> <p>Leveled Readers</p> <ul style="list-style-type: none"> <li>• The Cafeteria Contest; Serves Two Hundred;</li> </ul>	<p><b>Teacher Resources:</b></p> <p>Journeys Unit 1 – Teacher’s Edition</p> <ul style="list-style-type: none"> <li>• Vocabulary in Context Cards 1-50</li> <li>• Ready Made Work Stations</li> </ul>

Project Bug; Dinner for Two Hundred; The Apollo Moon Rocks; Comet Dust; Mars on Earth; Dust from Comets; The Mighty, Might Daffodils; The Presentation; The Geography Bee; A Better Plan; Games We Play; Patsy Mink; Title IX; PatsyMink and Title IX; Not Just Second Place; Baseball Blues; Far from Home; Baseball Memories

Vocabulary Readers

• Sports and Motion; The Space Shuttle; Running for President; Fun in Colonial Times; Journals of the West

- Grab and Go Kit
- Literacy Tool Kit

**Modifications:**

*IEP:*

- Pre-teach concepts/preload students with key information and content vocabulary words
- provide summaries of lessons/modules/chapters
- provide leveled readers/alternate texts tailored to student's Lexile level/ability level
- allow student to listen to audio recordings instead of reading text
- use a highlighter/reading window to maintain student's attention to key concepts/text while reading
- provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
- scaffold instruction and reduce the complexity of classwork/homework assignments/tests
- allow for movement and use multiple modalities while teaching
- reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page)
- allow oral responses/dictate responses to a scribe/audio recorder
- Modified expectations

*504:*

- Work with fewer items per page or line and/or materials in a larger print size
- record a lesson instead of taking notes

- use of scribe or talk to text; be given an outline of a lesson
- use a spelling dictionary or electronic spell-checker
- work or take a test in a different setting, such as a quiet room with few distractions
- sit where he/she learns best (for example, near the teacher)
- take frequent breaks, such as after completing a task;
- additional time during intervention time
- extended time for completing tasks
- use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Wild Encounters – Journeys Grade 5 - Unit 2 – Houghton Mifflin Harcourt,

**Grade Level:**

Fifth Grade

**Unit Summary:**

In Unit 2, fifth grade students visualize and question selections to monitor their comprehension. They identify main ideas and details, as well as cause and effect relationships to deepen the understanding. They write responses to literature with complex sentences.

## Learning Targets

**NJSLS**Reading Literature

- 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described
- 5.7. 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)
- 5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

Reading Informational Text

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or

concepts in a historical, scientific, or technical text based on specific information in the text

- 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- 5.5. 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
- 5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- 5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

#### Reading Foundational Skills

- 5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
- 5.4a Read grade-level text with purpose and understanding
- 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression

#### Writing

- 5.1a 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
- 5.1b Provide logically ordered reasons that are supported by facts and details
- 5.1d Provide a concluding statement or section related to the opinion presented
- 5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- 5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- 5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)

- 5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic
- 5.2e. Provide a concluding statement or section related to the information or explanation presented
- 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting
- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- 5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)
- 5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)
- 5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

#### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1b Follow agreed-upon rules for discussions and carry out assigned roles
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats,

including visually, quantitatively , and orally

- 5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- 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
- 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

### Language

- 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5.1c Use verb tense to convey various times, sequences, states, and conditions
- 5.1e Use correlative conjunctions (e.g., either/or, neither/nor)
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

### **Primary Interdisciplinary Connections:**

LS2.A: Interdependent Relationships in Ecosystems

A system can be described in terms of its components and their interactions. (5-LS2- 1)

### **NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.  
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- What effect can one person have on a stranded sea turtle?
- Can nature bring out the best in a character?
- What persuades us to protect the environment?
- What conclusions can we draw about the sea?
- What are the most important ideas about cougars?

**Unit Enduring Understandings:**

- Nature deserves respect

**Unit Learning Targets:**

*Students will...*

- listen to fluent reading
- understand and use target vocabulary words
- use antonyms and a thesaurus to understand word meaning
- listen to understand characters
- learn and use idioms, adages, and common sayings

- use word learning strategies
- listen for persuasion
- learn and use words with the prefixes en-, re-, pre-, pro-
- listen for clues that help in drawing conclusions
- recognize two words in compound words
- use Greek and Latin roots photo, tele, scribe, and rupt to identify meaning
- listen for main ideas and details
- use analogies to develop vocabulary
- produce analogies with known antonyms and synonyms
- recognize words with common beginning syllables
- decode words with common beginning syllables
- recognize vowel + /r/ sounds
- use vowel + /r/ sounds to decode longer words
- recognize spelling changes in words that sound the same
- decode words that sound the same
- recognize two words in compound words
- decode compound words
- recognize stressed and unstressed syllables
- apply the schwa + /r/ sound to unstressed r-controlled syllables
- identify cause and effect relationships
- use the question strategy to check understanding of cause and effect relationships
- use text details to infer cause and effect relationships
- make connections across texts
- identify characters' actions, words, and thoughts in text
- use the visualize strategy to develop understanding of characters
- analyze the consistency, credibility, and logic of character behavior
- analyze how character traits impact the plot development of a story
- recognize text that is written to persuade
- analyze and evaluate the author's viewpoint and reasons that support it
- analyze the author's attempts to persuade
- evaluate the way the author attempts to persuade

- draw conclusions and make generalizations from text details
- support conclusions and generalizations with text evidence
- make predictions and inferences
- listen for main ideas and details
- identify the main ideas and supporting details in informational text
- monitor reading and clarify thinking
- infer main ideas using supporting details in informational text
- read aloud with grade-level appropriate fluency and intonation
- read with expression
- read at a rate that reflects the purpose for reading
- use stress for appropriate expression and phrasing when reading aloud
- recognize stressed and unstressed syllables
- spell words with the vowel + /r/ sounds
- spell words that sound alike but have different meanings and spellings
- spell compound words as one word, a hyphenated word, or separate words
- spell words that have the final schwa + /r/ sounds
- identify and use main verbs, helping verbs, and linking verbs
- identify direct and indirect objects
- combine sentences to create compound direct objects
- use coordinating and subordinating conjunctions
- combine sentences using conjunctions
- identify and form complex sentences
- identify and use subordinating conjunctions to form complex sentences
- write a cause and effect paragraph
- identify the elements of a response poem
- write a response poem
- recognize text that is written to persuade
- identify the parts of a persuasive paragraph, including reasons, facts, and examples
- write a persuasive paragraph
- study and evaluate responses to literature
- practice skills related to responses to literature

- use the writing process to plan a response to literature
- use quotation marks to identify dialogue in a story or direct quotations from a text
- recognize and use proper punctuation and spacing for quotations
- draft a response to literature
- revise and proofread a response to literature
- read independently for a sustained period of time
- evaluate different ways of presenting messages
- hold a literature discussion
- survey different media techniques
- compare print and nonprint information
- identify the media's point of view
- analyze formality and informality of digital media
- summarize a spoken message

### Evidence of Learning

#### Summative Assessments

- Unit Project – The Power of Persuasion
- Unit Test
- Final drafts of writings

#### Formative Assessments:

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling, comprehension)
- Observation
- Discussion
- Performance Task (formative - Journeys)
- Text to text questions

#### Alternative Assessments:

Standards Based Assessment (Performance Task - Journeys)  
 Reading journal / blog  
 Literature response choice board

#### Benchmark Assessment:

TOSCRF

### Lesson Plans

Lesson	Timeframe
<p><b>Lesson 6</b></p> <p>“Interrupted Journey: Saving Endangered Sea Turtles”; “Skywoman and Turtle”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy - Question</li> <li>• Spelling – Vowel + /r/ Sounds</li> <li>• Fluency – Expression</li> <li>• Grammar – Verbs</li> <li>• Writing – Write to Respond; Organization</li> <li>• Decoding –Common Beginning Syllables</li> <li>• Vocabulary Strategy – Antonyms</li> </ul>	<p>One Week</p>
<p><b>Lesson 7</b></p> <p>“Old Yeller”; “What Makes It Good?”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy - Visualize</li> <li>• Spelling – Vowel + /r/ Sounds</li> <li>• Fluency –Intonation</li> <li>• Grammar – Direct and Indirect Objects</li> <li>• Writing – Write to Respond</li> <li>• Decoding –Vowel + /r/ Sounds</li> <li>• Vocabulary Strategy – Idioms</li> </ul>	<p>One Week</p>
<p><b>Lesson 8</b></p> <p>“Everglades Forever: Restoring America’s Great Wetland”; “National Parks of the</p>	<p>One Week</p>

<p>West”</p> <ul style="list-style-type: none"> <li>• Target Skill - Persuasion</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Spelling - Homophones</li> <li>• Fluency –Adjust Rate to Purpose</li> <li>• Grammar – Conjunctions</li> <li>• Writing – Write to Respond; Ideas</li> <li>• Decoding –Homophones</li> <li>• Vocabulary Strategy –Prefixes en-, re-, pre-, pro</li> </ul>	
<p><b>Lesson 9</b></p> <p>“Storm Warriors”; “Pea Island’s Forgotten Heroes”</p> <ul style="list-style-type: none"> <li>• Target Skill – Conclusions/Generalizations</li> <li>• Target Strategy – Infer/Predict</li> <li>• Spelling – Compound Words</li> <li>• Fluency – Punctuation</li> <li>• Grammar – Complex Sentences</li> <li>• Writing – Write to Respond; Ideas</li> <li>• Decoding –Compound Words</li> <li>• Vocabulary Strategy –Greek and Latin Roots</li> </ul>	<p>One Week</p>
<p><b>Lesson 10</b></p> <p>“Cougars”; “Purr-fection” One Week</p> <ul style="list-style-type: none"> <li>• Target Skill – Main Ideas and Details</li> <li>• Target Strategy – Monitor and Clarify</li> <li>• Spelling – Final Schwa + /r/ Sounds</li> <li>• Fluency – Stress</li> <li>• Grammar – Quotations</li> <li>• Writing – Write to Respond; Sentence Fluency</li> <li>• Decoding –Recognizing Schwa +</li> </ul>	<p>One Week</p>

<p>/r/ Sounds</p> <ul style="list-style-type: none"> <li>• Vocabulary Strategy – Analogies</li> </ul>	
<p><b>Additional Resources</b></p>	
<p><b>Student Resources:</b></p> <p>Student Book pg. 146-269</p> <p>Practice Book</p> <p>Leveled Readers</p> <ul style="list-style-type: none"> <li>• Marvelous Marine Mammals; The Gentle Lions of the Sea; Whales of the World; Gentle and Friendly Sea Lions; Young Eagle and His Horse; On the Long Drive; Riding with the Camel Corps; The Long Cattle Drive; Guardian of the Everglades; America’s Urban Parks; The Salton Sea; America’s City Parks; Sugaring Weather; The River Kept Rising; Night of the Killer Waves; The Rising River; Sharks; The Return of the Yellowstone Grizzly; Saving the Mexican Wolves; Grizzly Bears Return to Yellowstone</li> </ul> <p>Vocabulary Readers</p> <ul style="list-style-type: none"> <li>• Save Our Sea Turtles; Black Bears; Mangrove Swamp; Saved from the Sea; Big Cats</li> </ul>	<p><b>Teacher Resources:</b></p> <p>Journeys Unit 2 – Teacher’s Edition</p> <ul style="list-style-type: none"> <li>• Vocabulary in Context Cards 51-100</li> <li>• Ready Made Work Stations</li> <li>• Grab and Go Kit</li> <li>• Literacy Tool Kit</li> </ul>
<p><b>Modifications (ELL, Intervention, Enrichment)</b></p> <p><i>IEP:</i></p> <ul style="list-style-type: none"> <li>• Pre-teach concepts/preload students with key information and content vocabulary words</li> <li>• provide summaries of lessons/modules/chapters</li> <li>• provide leveled readers/alternate texts tailored to student’s Lexile level/ability level</li> <li>• allow student to listen to audio recordings instead of reading text</li> <li>• use a highlighter/reading window to maintain student’s attention to key concepts/text while reading</li> <li>• provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words</li> </ul>	

- display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
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- Modified expectations

504:

- Work with fewer items per page or line and/or materials in a larger print size
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  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
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## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Revolution – Journeys Grade 5 - Unit 3 – Houghton Mifflin Harcourt

**Grade Level:**

5th Grade

**Unit Summary:**

In Unit 3, fifth grade students use cause and effect, fact and opinion, and comparing and contrasting as they visualize and question to explore the concept of revolution. They practice accuracy and self-correction skills in fluency. They use reference materials and a thesaurus to write persuasively.

## Learning Targets

**NJSLS**Reading Literature

- 5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- 5.7. 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)
- 5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

Reading Informational Text

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- 5.5. 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
- 5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- 5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

#### Reading Foundational Skills

- 5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
- 5.4a Read grade-level text with purpose and understanding
- 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

#### Writing

- 5.1a 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
- 5.1b Provide logically ordered reasons that are supported by facts and details
- 5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)

- 5.1d Provide a concluding statement or section related to the opinion presented
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting
- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- 5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- 5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)
- 5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)
- 5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

#### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively , and orally
- 5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons

and evidence

- 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

### Language

- 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5.1c Use verb tense to convey various times, sequences, states, and conditions
- 5.1d Recognize and correct inappropriate shifts in verb tense
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

### **Primary Interdisciplinary Connections:**

- 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and

determine how these groups were impacted by the war.

**NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- What effect can one person have on history?
- How did people’s opinions lead to a revolution?
- How do individual acts of bravery shape history?
- What events led James Forten to fight for freedom?
- How did two young people’s heroic actions differ?

**Unit Enduring Understandings:**

- History is made by individuals.

**Unit Learning Targets:**

*Students will...*

- listen to fluent reading

- listen for cause and effect in text
- listen and use the Target Vocabulary words
- listen for facts and opinions
- use context around a word to figure out its meaning
- use context to determine the meanings of multiple-meaning words
- listen for details to draw conclusions and make generalizations
- use a thesaurus to find synonyms
- use word-learning strategies independently
- learn and use Greek and Latin word roots
- use prefixes to determine word meaning
- identify and use easily confused words
- use easily confused words in writing and speaking
- use knowledge of vowel sounds in stressed syllables to decode words
- use the VCV syllable pattern to decode multi-syllabic words
- recognize initial and medial digraphs
- use digraphs in the VCCCV syllable pattern to decode longer words
- recognize when two vowels stay together and when the vowels are divided into separate syllables
- recognize stressed and unstressed syllables
- recognize unstressed final syllables with the schwa + /l/ sound
- identify cause and effect relationships
- visualize events to identify cause and effect
- infer cause and effect relationships
- make connections across texts
- identify facts and opinions
- ask questions to determine whether statements are facts or opinions
- draw conclusions and make generalizations
- analyze text evidence supporting conclusions and generalizations
- support conclusions and generalizations with text evidence
- identify sequence of events
- infer unstated events and their sequence

- summarize a text, using sequence
- analyze the use of sequence as a text structure
- use sequential text structure to locate and organize information
- compare and contrast to understand relationships among ideas
- use the monitor/clarify strategy to check understanding of comparisons and contrasts
- compare and contrast text details with personal experiences
- compare and contrast text content with history and historical events
- automatically recognize words while reading
- monitor and self-correct for accuracy and meaning
- increase the number of words read per minute
- read aloud with grade-appropriate fluency
- group words into phrases to guide pauses
- read aloud with expression
- read with appropriate intonation
- spell words that have the VCCV pattern
- spell words that have the VCV pattern
- spell words that have the VCCCV spelling pattern
- spell words that have the VV pattern
- spell words that have the final schwa + /l/ sounds
- identify subject and object pronouns
- use subject and object pronouns in speaking and writing
- identify and understand simple verb tenses
- use simple verb tenses in writing and speaking
- identify and use regular and irregular verbs
- use regular and irregular verbs in speaking and writing
- understand the features of an opinion paragraph
- demonstrate focused ideas in writing
- write an opinion paragraph
- choose a research topic
- identify the features of a problem-solution composition
- write a problem-solution composition

- understand the features of a persuasive letter
- write a persuasive letter
- understand active and passive voice
- use active and passive voice in writing and speaking
- understand the features of a persuasive essay
- practice organizational skills related to persuasive writing
- use the writing process to plan a persuasive essay
- use reference sources
- read independently for a sustained period of time
- brainstorm research topics and gather sources
- give, restate, and follow directions
- dramatize a story
- use primary and secondary sources
- cite and evaluate valid/reliable sources
- analyze media function
- write a persuasive essay
- draft, revise, and edit a persuasive essay
- publish final drafts

### Evidence of Learning

#### **Summative Assessments:**

- Unit Project – Who’s Who of the Revolution
- Final drafts of writing pieces

#### **Formative Assessments:**

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling, comprehension)
- Observation
- Discussions
- Formative Performance Task (Journeys)
- Text-to-text questions

#### **Alternative Assessment(s):**

Standards- Based Assessment (Journeys)  
Reading responses / blog

#### **Benchmark Assessment:**

Study Island Benchmark #2  
Journeys Benchmark test

Reader's Theater performance	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
<p><b>Lesson 11</b></p> <p>“Dangerous Crossing”; “Preparing for Hurricanes”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy - Visualize</li> <li>• Spelling – VCCV Pattern</li> <li>• Fluency – Accuracy and Self-Correction</li> <li>• Grammar –Subject and Object Pronouns</li> <li>• Writing – Write to Persuade; Voice</li> <li>• Decoding –Vowel Sounds in Stressed Syllables</li> <li>• Vocabulary Strategy – Using Reference Sources</li> </ul>	One Week
<p><b>Lesson 12</b></p> <p>“Can’t You Make Them Behave, King George?”; “Zeus and the Titans”</p> <ul style="list-style-type: none"> <li>• Target Skill – Fact and Opinion</li> <li>• Target Strategy - Question</li> <li>• Spelling – VCV Pattern</li> <li>• Fluency – Rate</li> <li>• Grammar – Verb Tenses</li> <li>• Writing – Write to Persuade; Organization</li> <li>• Decoding –Open and Closed Syllables: VCV Pattern</li> <li>• Vocabulary Strategy –Using Context</li> </ul>	One Week
<p><b>Lesson 13</b></p> <p>“They Called Her Molly Pitcher”; “A Spy for Freedom”</p>	One Week

<ul style="list-style-type: none"> <li>• Target Skill – Conclusions and Generalizations</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Spelling – VCCCV Pattern</li> <li>• Fluency – Phrasing: Pauses</li> <li>• Grammar – Regular and Irregular Verbs</li> <li>• Writing –Write to Persuade; Ideas</li> <li>• Decoding –Recognizing Initial and Medial Digraphs</li> <li>• Vocabulary Strategy – Thesaurus</li> </ul>	
<p><b>Lesson 14</b></p> <p>“James Forten”; “Modern Minute Man”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy - Summarize</li> <li>• Spelling – VV Pattern</li> <li>• Fluency – Expression</li> <li>• Grammar – Active Voice and Passive Voice</li> <li>• Writing – Write to Persuade; Organization</li> <li>• Decoding –VV Syllable Pattern</li> <li>• Vocabulary Strategy – Greek and Latin Roots</li> </ul>	<p>One Week</p>
<p><b>Lesson 15</b></p> <p>“We Were There, Too!”; “Patriotic Poetry”</p> <ul style="list-style-type: none"> <li>• Target Skill – Compare and Contrast</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Spelling – Final Schwa + /l/ Sounds</li> <li>• Fluency – Intonation</li> <li>• Grammar – Easily Confused Verbs</li> <li>• Writing – Write to Persuade; Word Choice</li> <li>• Decoding – Vowel + /l/ Sounds in Unstressed</li> </ul>	<p>One Week</p>

<p>Final Syllable</p> <ul style="list-style-type: none"> <li>• Vocabulary Strategy – Prefixes in-,im-, il-, ir-</li> </ul>	
<p><b>Additional Resources</b></p>	
<p><b>Student Resources:</b></p> <p>Student Book pg. 270-397</p> <p>Practice Book</p> <p>Leveled Readers</p> <ul style="list-style-type: none"> <li>• Fife and Drum Boys; A Night to Remember; An Artist for the Revolution; A Special Night; A Song Heard ‘Round the World; Pamphleteers of the Revolution; A Home at Mount Vernon; Printed Words of the Revolution; Emily Geiger’s Dangerous Mission; An Unsung American Hero; George Washington’s Invisible Enemy; Joseph Warren An American Hero; The Oneidas; The Extraordinary Life of Thomas Peters; A Noble French Patriot; Thomas Peters A Remarkable Man; Benedict Arnold; Phillis Wheatley; Abigail Adams; The Life of Phillis Wheatley</li> </ul> <p>Vocabulary Readers</p> <ul style="list-style-type: none"> <li>• Ben Franklin Going to Paris; Redcoats in America; The Battle of Monmouth; Battles at Sea; Paul Revere Here on Horseback</li> </ul>	<p><b>Teacher Resources:</b></p> <p>Journeys Unit 3 – Teacher’s Edition</p> <ul style="list-style-type: none"> <li>• Vocabulary in Context Cards 101-150</li> <li>• Ready Made Work Stations</li> <li>• Grab and Go Kit</li> <li>• Literacy Tool Kit</li> </ul>
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English Language Arts

**Unit Title:**  
What's Your Story? – Journeys Grade 5 - Unit 4 – Houghton Mifflin Harcourt

**Grade Level:**  
5th Grade

**Unit Summary:**  
In Unit 4, fifth grade students explore the idea that everyone has a story to tell. They examine the author's purpose, the structure of the story, and a character's words, actions, and feelings to increase comprehension. In addition, they share some of their stories for a large audience.

## Learning Targets

### NJSLS

#### Reading Literature

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- 5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- 5.7. 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)
- 5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

### Reading Informational Text

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

### Reading Foundational Skills

- 5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
- 5.4a Read grade-level text with purpose and understanding
- 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression

### Writing

- 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
- 5.3e Provide a conclusion that follows from the narrated experiences or events
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 5.6 With some guidance and support from adults, use technology, including the internet to

produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting

- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- 5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- 5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)
- 5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)

#### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1b Follow agreed-upon rules for discussions and carry out assigned roles
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively , and orally
- 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
- 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
- 5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

#### Language

- 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5.1c Use verb tense to convey various times, sequences, states, and conditions
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- 5.5a Interpret figurative language, including similes and metaphors, in context
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

**Primary Interdisciplinary Connections:**

Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)

Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)

**NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- Why does an author want to tell a story?
- What problems does the character face?
- What part do facts and opinions play in a story?
- How do you persuade people to support your ideas?
- How do the beliefs of a character affect a story?

**Unit Enduring Understandings:**

- Everyone has a story to tell.

**Unit Learning Targets:**

*Students will...*

- listen to fluent reading
- listen for the author's purpose
- learn and use the Target Vocabulary words
- learn and use word origins to see how words change over time
- use dictionary, thesaurus, and glossary entries to learn word meanings and identify synonyms and antonyms
- complete analogies using synonyms and antonyms to make comparisons
- determine meanings of words with Greek and Latin suffixes
- understand and explain idioms, adages, and common sayings
- recognize word parts and words with inflectional endings
- use words parts and inflectional endings to decode longer words
- recognize words with common word parts
- use common word parts to decode longer words
- recognize words with suffixes
- use knowledge of suffixes to decode longer words

- recognize words with common suffixes
- use common suffixes to decode longer words
- recognize the stressed syllable in three-syllable words
- decode three-syllable words
- identify the author's purpose
- monitor and clarify understanding of the text to determine the author's purpose
- determine the author's viewpoint
- describe how the author's viewpoint affects the theme of the text
- make connections across texts
- identify story structure
- identify story elements, such as conflict, plot, and resolution
- use story details to make inferences and predictions
- explore events from the story to analyze plot development
- make inferences about story elements
- analyze how an author uses facts and opinions
- evaluate how well an author uses facts to support opinions
- analyze facts and opinions to evaluate an author's messages
- identify characters' traits
- question characters' actions
- analyze characters' roles and behavior
- analyze how characters' behavior impacts the plot
- read aloud with grade appropriate fluency
- read fluently by changing rate as needed for comprehension
- adjust intonation to increase fluency and comprehension
- read fluently by using punctuation to guide phrasing
- read fluently with comprehension by placing the correct stress on words
- read with accuracy
- spell words that have the -ed or -ing ending
- spell words in which final y is changed to i
- spell words that have the suffixes -ful, -ly, -ness, -less, and -ment
- spell words from other languages

- identify adjectives and descriptive adjectives
- use adjectives and articles in writing and speaking
- identify adverbs and the verbs they describe
- use adverbs in writing and speaking
- use proper punctuation and spacing for quotations
- identify prepositions and prepositional phrases
- use prepositional phrases in writing and speaking
- identify indefinite, possessive, and interrogative pronouns
- use apostrophes in contractions
- use contractions with pronouns
- identify the parts of a personal narrative paragraph
- write a personal narrative paragraph
- analyze and evaluate the author's attempts to persuade
- summarize the author's arguments
- understand the structure of a friendly letter
- write a friendly letter that conveys ideas, information, and closure
- write a character description using dialogue
- study and evaluate personal narratives
- use the writing process to plan a personal narrative
- plan a first draft
- draft a personal narrative
- write, revise, and edit drafts
- publish final drafts
- read independently for a sustained period of time
- effectively record data
- analyze and communicate a media message
- identify source information
- prepare and deliver an oral summary
- use technology to identify relationships
- convert text information to graphic and visual data
- discuss and apply tips for active listening

- differentiate between paraphrasing and plagiarism
- discuss and apply tips for viewing symbols and images

### Evidence of Learning

#### Summative Assessments

- Unit Project – Oscar Time
- Unit Test
- Final drafts of written pieces

#### Formative Assessments:

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling, comprehension)
- Observation
- Discussion
- Formative Performance Task (Journeys)
- Text-to-text questions

#### Alternative Assessments

Standards-Based Assessment (Performance Task- Journeys)  
 Storyboard creation (personal narrative) and presentation  
 Write and perform a short skit based on either a reading or a writing from the unit

#### Benchmark Assessment:

Study Island #3  
 TOSCRF

### Lesson Plans

#### Lesson

#### Timeframe

#### Lesson 16

“Lunch Money”; “Zap! Pow!: A History of the Comics”

- Target Skill – Author’s Purpose
- Target Strategy – Monitor/Clarify
- Spelling – Words with –ed or -ing
- Fluency – Rate
- Grammar – Adjective
- Writing – Write to Narrate; Voice
- Decoding – Words Parts and

One Week

<p>Inflectional Endings</p> <ul style="list-style-type: none"> <li>• Vocabulary Strategy –Word Origins</li> </ul>	
<p><b>Lesson 17</b></p> <p>“The Albotosaurus Mystery”; “Finding Fossils for Fun”</p> <ul style="list-style-type: none"> <li>• Target Skill-Conclusions</li> <li>• Target Strategy-Visualize</li> <li>• Vocabulary Strategies-Suffix -ly</li> <li>• Fluency-Stress</li> <li>• Phonics-Words with /j/ and /s/ Words with the VCCCV Pattern</li> <li>• Research Skills-Use Scan Techniques to Identify Data</li> <li>• Grammar-Adjectives and Articles</li> <li>• Spelling-Words with /j/ and /s/</li> <li>• Writing-Write to Persuade: Opinion Paragraph</li> </ul>	<p>One Week</p>
<p><b>Lesson 18</b></p> <p>“A Tree is Growing”; “Poems about Nature”</p> <ul style="list-style-type: none"> <li>• Target Skill-Text and Graphic Features</li> <li>• Target Strategy-Question</li> <li>• Vocabulary Strategies-Categorize and Classify</li> <li>• Fluency-Expression</li> <li>• Phonics-Words with /k/ and /kw/</li> <li>• Research Skills-Taking and Organizing Notes</li> <li>• Grammar-Using the Verb be and Helping Verbs</li> <li>• Spelling-Spelling the /k/ and /kw/ Sounds</li> <li>• Writing-Write to Persuade: Problem- Solution Paragraph</li> </ul>	<p>One Week</p>
<p><b>Lesson 19</b></p> <p>“Dogzilla”; “Whose Land Is It?”</p>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Target Skill-Cause and Effect</li> <li>• Target Strategy-Summarize</li> <li>• Vocabulary Strategies-Prefixes pre-, re-, bi-</li> <li>• Fluency-Rate</li> <li>• Phonics-Vowel Sounds in spoon and wood</li> <li>• Research Skills-Paraphrasing versus Plagiarism</li> <li>• Grammar-Irregular Verbs</li> <li>• Spelling-Vowel Sounds in spoon and wood</li> <li>• Writing-Write to Persuade: Persuasive Essay</li> </ul>	
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<p><b>Lesson 20</b></p> <p>“Life on the Ice”; “The Raven: An Inuit Myth”</p> <ul style="list-style-type: none"> <li>• Target Skill-Main Ideas and Details</li> <li>• Target Strategy-Infer/Predict</li> <li>• Vocabulary Strategies: Dictionary/Glossary</li> <li>• Fluency-Phrasing</li> <li>• Phonics-Compound Words</li> <li>• Research Skills- Paraphrasing versus Plagiarism</li> <li>• Grammar: Contractions</li> <li>• Spelling-Compound Words Writing- Write to Persuade: Persuasive Essay</li> </ul>	<p>One Week</p>
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**Additional Resources**

<p><b>Student Resources:</b></p> <p>Student Book pg. 406-525</p> <p>Practice Book</p> <p>Leveled Readers</p> <ul style="list-style-type: none"> <li>• Dog Walker, Inc.; Incognito; The Three R’s; The Lost Comic Book; Robot Rescue; The Watch Girl;Pancakes; Kendria’s Watch; Maria Tallchief; B.B. King; Isabel Allende; The Life of B.B. King; The Big Interview; Saving the General; Another View; The Old Tree; Donald Quixote; El Camino</li> </ul>	<p><b>Teacher Resources:</b></p> <p>Journeys Unit 4 – Teacher’s Edition</p> <ul style="list-style-type: none"> <li>• Vocabulary in Context Cards 151-200</li> <li>• Ready Made Work Stations</li> <li>• Grab and Go Kit</li> <li>• Literacy Tool Kit</li> </ul>
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Real; A Night in the Kingdom; The Royal Road

Vocabulary Readers

• Job Sense; That's a Wacky Idea; Print It!; From Parking Lot to Garden; A Knight in Armor

**Modifications (ELL, Intervention, Enrichment)**

*IEP:*

- Pre-teach concepts/preload students with key information and content vocabulary words
- provide summaries of lessons/modules/chapters
- provide leveled readers/alternate texts tailored to student's Lexile level/ability level
- allow student to listen to audio recordings instead of reading text
- use a highlighter/reading window to maintain student's attention to key concepts/text while reading
- provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
- scaffold instruction and reduce the complexity of classwork/homework assignments/tests
- allow for movement and use multiple modalities while teaching
- reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page)
- allow oral responses/dictate responses to a scribe/audio recorder
- Modified expectations

*504:*

- Work with fewer items per page or line and/or materials in a larger print size
- record a lesson instead of taking notes
- use of scribe or talk to text; be given an outline of a lesson
- use a spelling dictionary or electronic spell-checker
- work or take a test in a different setting, such as a quiet room with few distractions
- sit where he/she learns best (for example, near the teacher)
- take frequent breaks, such as after completing a task;
- additional time during intervention time
- extended time for completing tasks
- use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Going Places - Journeys Grade 5 - Unit 5; Houghton Mifflin Harcourt

**Grade Level:**

Fifth Grade

**Unit Summary:**

In Unit 5, fifth grade students explore westward moving while identifying main idea and details, cause and effect relationships, and author's purpose. They conduct research about a topic and prepare a presentation for their classmates.

## Learning Targets

### NJSLS

#### Reading Literature

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- 5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics
- 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

#### Reading Informational Text

- 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

- 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- 5.5 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
- 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- 5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently

#### Reading Foundational Skills

- 5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
- 5.4a Read grade-level text with purpose and understanding
- 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

#### Writing

- 5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

- 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- 5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
- 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic
- 5.2e Provide a concluding statement or section related to the information or explanation presented
- 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting
- 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- 5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- 5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)
- 5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)
- 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- 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
- 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
- 5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

#### Language

- 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
- 5.1c Use verb tense to convey various times, sequences, states, and conditions
- 5.1d Recognize and correct inappropriate shifts in verb tense
- 5.2d Use underlining, quotation marks, or italics to indicate titles of works
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

- 5.5a Interpret figurative language, including similes and metaphors, in context
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs
- 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

**Primary Interdisciplinary Connections:**

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

**NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- What events take the children across a changing land?
- How does knowing the right actions change events?
- Which ideas about vaqueros show how America changed?

**Unit Enduring Understandings:**

- Our country is always changing.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Why does a pioneer traveler record events in a journal?</li><li>• How does the author feel about Lewis and Clark?</li></ul> |  |
|---|--|

**Unit Learning Targets:**

*Students will...*

Students will...

- listen to fluent reading
- listen for sequence of events
- understand and use the target vocabulary words
- use a thesaurus to identify synonyms
- listen to understand theme
- listen for causes and effects in text
- learn to use word families
- learn to use general context to define unfamiliar words
- listen to determine author's purpose
- use and create analogies to compare one pair of words to another
- recognize words with common final syllables
- use common final syllables to decode longer words
- recognize that words with unstressed syllables with the schwa sound can appear anywhere in a word
- recognize words with simple prefixes
- use simple prefixes to decode longer words
- recognize words with consonant alternations
- understand that the pronunciation of some base words changes when a suffix is added
- identify the sequence of events in text
- use the sequence of events when visualizing the story's action
- analyze how the author uses the sequence of events to advance plot
- use the sequence of events to better understand the story
- make connections across texts

- understand theme
- identify theme in text
- use the infer/predict strategy to check understanding of theme
- identify main idea and details in text
- summarize to check understanding of main ideas and details
- use main idea and details to summarize the important information in a text
- infer cause-and-effect relationships in the text
- analyze/evaluate causes and effects
- identify cause and effect in a story
- use cause and effect to better understand story events and characters
- determine the author's purpose
- monitor and clarify understanding of the author's viewpoint
- identify the author's purpose and viewpoint
- read aloud with grade-appropriate fluency
- use natural phrasing and pauses to read fluently
- read to increase rate and comprehension of the text
- read aloud with expression
- read with accuracy to monitor and self-correct as necessary for comprehension
- read fluently by adjusting for phrasing and punctuation
- spell words with the final /n/ or /en/, /cher/, and /zher/ sounds
- spell words with the final /ij/, /iv/, and /is/ sounds
- spell words with unstressed syllables
- spell words that have the prefixes in-, un-, dis-, and mis-
- spell words that have the suffix -ion
- identify and use the verbs be and have in writing and speaking
- identify perfect tenses
- use perfect tenses in writing and speaking
- identify comparative and superlative forms
- use comparative and superlative forms in writing and speaking
- understand the features of a procedural paragraph
- demonstrate and explain a process in writing

- use transition words to clarify sequence
- identify the parts of a compare-contrast paragraph
- write a compare-contrast paragraph
- identify transition words
- use transition words in writing and speaking
- identify the parts of a cause-and-effect paragraph
- write a cause-and-effect paragraph
- study and evaluate research reports
- use the writing process to plan a research report
- plan a first draft
- use quotations to support ideas and acknowledge sources
- identify correct writing mechanics
- use underlining and italics correctly in writing
- read independently for a sustained period of time
- refine a research question to narrow topic focus
- give, restate, and follow oral instructions
- use reference sources
- conduct research using multiple sources
- give an organized presentation using a visual
- develop ideas and draw conclusions while conducting research
- create organized speeches
- present research information
- present an organized presentation
- present a research report

### **Evidence of Learning**

#### **Summative Assessments**

- Unit Project – Westward!
- Final drafts of written pieces

#### **Formative Assessments:**

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling, comprehension)
- Observation

	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Formative Performance Task (journeys)</li> <li>• Text-to-text questions</li> </ul>
<p><b>Alternative Assessments:</b> Standards-Based Assessment (Journeys) Google Slide presentation (of research) Choice board of reading responses</p>	<p><b>Benchmark Assessment:</b> Journeys Benchmark</p>
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
<p><b>Lesson 21</b></p> <p>“Tucker’s Travels”; “Desert Survival: Adapting to Extremes”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Visualize</li> <li>• Spelling – Final /n/ or /en/, /cher/, /zher/</li> <li>• Fluency – Pauses</li> <li>• Grammar – Verbs be and have</li> <li>• Writing – Write to Inform; Organization</li> <li>• Decoding – Common Final Syllables</li> <li>• Vocabulary Strategy – Synonyms</li> </ul>	<p>One Week</p>
<p><b>Lesson 22</b></p> <p>“The Birchbark House”; “Four Seasons of Food”</p> <ul style="list-style-type: none"> <li>• Target Skill – Theme</li> <li>• Target Strategy – Infer/Predict</li> <li>• Spelling – Final /ij/, /iv/, /is/</li> <li>• Fluency – Rate</li> <li>• Grammar – Perfect Tenses</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Writing – Write to Inform; Ideas</li> <li>• Decoding –More Final Syllables</li> <li>• Vocabulary Strategy – Using Reference Sources</li> </ul>	
<p><b>Lesson 23</b></p> <p>“Vaqueros: America’s First Cowboys”;  “Rhyme on the Range”</p> <ul style="list-style-type: none"> <li>• Target Skill – Main Idea and Details</li> <li>• Target Strategy – Summarize</li> <li>• Spelling – Unstressed Syllables</li> <li>• Fluency – Expression</li> <li>• Grammar – Transition</li> <li>• Writing – Write to Inform; Organization</li> <li>• Decoding –Unstressed Syllables</li> <li>• Vocabulary Strategy – Word Families</li> </ul>	<p>One Week</p>
<p><b>Lesson 24</b></p> <p>“Rachel’s Journal: The Story of a Pioneer Girl”;  “Westward to Freedom”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Spelling – Prefixes: in-, un-, dis-, mis-</li> <li>• Fluency – Accuracy and Self- Correction</li> <li>• Grammar – Making Comparisons</li> <li>• Writing – Write to Inform; Organization</li> <li>• Decoding –Simple Prefixes</li> <li>• Vocabulary Strategy – Using Context</li> </ul>	<p>One Week</p>
<p><b>Lesson 25</b></p> <p>“Lewis and Clark”;  “A Surprise Reunion”</p> <ul style="list-style-type: none"> <li>• Target Skill – Author’s Purpose</li> </ul>	<p>One Week</p>

- Target Strategy – Monitor/Clarify
- Spelling – Suffix: -ion
- Fluency – Phrasing: Punctuation
- Grammar – Proper Mechanics
- Writing – Write to Inform; Word Choice
- Decoding – Consonant Alternations
- Vocabulary Strategy – Analogies

**Additional Resources**

**Student Resources:**

Student Book pg. 527-629

Practice Book

Leveled Readers

- Voyages to California; Riding with the Pony Express; Decision at Fort Laramie; Ned Rides for the Pony Express; City in the Cliffs; Buffalo Hunt; Old Bark’s Cure; The Big Hunt; Rodeo!; The Goodnight-Loving Trail; How Barbed Wire Changed the West; Blazing a Cattle Trail; Down the Columbia; Gold for Chan Li; Dear Cousin; Chan Li’s Pot of Gold; The Corps of Discovery; History of the Fur Trade; Friends Along the Way; The American Fur Trade

Vocabulary Readers

- Four Stops on the Santa Fe Trail; Meet the Ojibwa; In the Days of Missions and Ranches; Horses in North America; River Travel

**Teacher Resources:**

- Journeys Unit 5 – Teacher’s Edition
- Vocabulary in Context Cards 201-250
- Ready Made Work Stations
- Grab and Go Kit
- Literacy Tool Kit

**Modifications (ELL, Intervention, Enrichment)**

*IEP:*

- Pre-teach concepts/preload students with key information and content vocabulary words
- provide summaries of lessons/modules/chapters
- provide leveled readers/alternate texts tailored to student’s Lexile level/ability level

- allow student to listen to audio recordings instead of reading text
- use a highlighter/reading window to maintain student's attention to key concepts/text while reading
- provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
- scaffold instruction and reduce the complexity of classwork/homework assignments/tests
- allow for movement and use multiple modalities while teaching
- reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page)
- allow oral responses/dictate responses to a scribe/audio recorder
- Modified expectations

504:

- Work with fewer items per page or line and/or materials in a larger print size
- record a lesson instead of taking notes
- use of scribe or talk to text; be given an outline of a lesson
- use a spelling dictionary or electronic spell-checker
- work or take a test in a different setting, such as a quiet room with few distractions
- sit where he/she learns best (for example, near the teacher)
- take frequent breaks, such as after completing a task;
- additional time during intervention time
- extended time for completing tasks
- use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities

- *cloze* activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Reading Adventures – Journeys Grade 5 - Unit 6 – Houghton Mifflin Harcourt

**Grade Level:**

Fifth Grade

**Unit Summary:**

In this unit, 5th graders will review skills and strategies learned this year. They will apply them to a novel.

## Learning Targets

### NJSLS

#### Reading Literature

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- 5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- 5.6 Describe how a narrator's or speaker's point of view influences how events are described

#### Writing

- 5.1a 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
- 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

#### Speaking and Listening

- 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 5.1c Pose and respond to specific questions by making comments that contribute to the

discussion and elaborate on the remarks of others

- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 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
- 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
- 5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

### Language

- 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
- 5.2a Use punctuation to separate items in a series
- 5.2b Use a comma to separate an introductory element from the rest of the sentence
- 5.2c 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, Steve?)
- 5.2d Use underlining, quotation marks, or italics to indicate titles of works
- 5.2e Spell grade appropriate words correctly, consulting references as needed
- 5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- 5.3b Compare and contrast the varieties of English used in stories, dramas, or poems
- 5.4a Use context as a clue to the meaning of a word or phrase
- 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
- 5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- 5.5a Interpret figurative language, including similes and metaphors, in context
- 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs

### **Primary Interdisciplinary Connections:**

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.(Holocaust, compassion, equality)

### **NJSLS 8. Technology Connections:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

8.1.5.A.4 Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP6. Demonstrate creativity and innovation.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

**Unit Essential Questions:**

- What does it mean to treat others with respect?
- How do we come to embrace differences?
- What are the consequences of being unkind?

**Unit Enduring Understandings:**

- Everyone benefits from being kind

**Unit Learning Targets:**

*Students will...*

- listen to fluent reading.
- understand and use the Review vocabulary words
- listen for and identify cause and effect
- review homographs and homophones
- review and read words with homographs and homophones
- review root words
- read words with word roots
- listen for elements of character
- listen for generalizations
- connect sounds to letters
- decode words with –tion, -sion, and –ture
- review the suffix –ion
- spell words that have the VCCV pattern
- connect double consonant sounds to letters
- decode words with double consonants
- spell words with double consonants
- decode words with ough and augh
- spell words with the spelling patterns of ough and augh
- decode words ending in –er or –le

- review the prefixes un- and dis-
- read words with un- and dis-
- spell words ending with er or le
- connect schwa sounds to letters
- read words with compound words
- spell words beginning with a- or be-
- spell single-syllable homophones
- analyze and evaluate information in the selection
- summarize information
- visualize what the text describes
- identify character traits
- monitor and clarify understanding
- draw conclusions and identify generalizations
- ask questions during reading to check understanding
- read fluently and accurately, self-correcting when necessary
- read fluently by using correct intonation
- read fluently by using natural pauses
- read with expression—smoothly, naturally, and accurately
- read fluently by adjusting reading rate
- use quotation marks with a person’s exact words
- use the correct mechanics
- identify and use commas in compound sentences
- recognize/use commas in a series and with dates
- use commas after introductory words
- identify and use possessive pronouns
- identify and correctly use the pronouns I and me
- plan, develop, revise and edit a draft
- write a newsletter
- share and compare what you read
- discuss and apply tips for brainstorming problems and solutions
- discuss and apply tips for descriptive presentations

- dramatize a story
- discuss and apply tips for interpreting media messages in a visual presentation

### Evidence of Learning

#### Summative Assessments

- Portfolio: students choose 3 reading responses to be assessed
- Write and perform a scene from the student's novel
- Write a newsletter

#### Formative Assessments:

- Anecdotal records
- Homework / Class work
- Running Records
- Weekly tests (vocabulary, grammar, spelling)
- Observation
- Discussion

#### Alternative Assessment:

Standards - Based Assessment (Journeys)  
Choice board of literature response activities  
Taped book review

#### Benchmark Assessment:

TOSCRF  
Study Island #4

### Lesson Plans

#### Lessons

Journeys Unit 6 (Lessons 26-30) grammar & spelling  
Noticing our thinking  
Leaving footprints of our thinking  
Writing reading responses  
Sharing thoughts and responding to others in a book club  
Applying lessons learned in books to our own lives

#### Timeframe

Approximately 4 weeks

### Additional Resources

#### Student Resources:

- Practice Book (Journeys)
- Novels at various levels to include (but not limited to): Number the Stars, The Boy in the Striped

#### Teacher Resources:

- Journeys Unit 6 – Teacher's Edition
- Novels

Pajamas, The Upstairs Room  
I Survived the Nazi Invasion, The Devil's  
Arithmetic, Wonder

- Pausing Points

**Modifications (ELL, Intervention, Enrichment)**

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- provide summaries of lessons/modules/chapters
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