

East Orange School District ELA/Humanities
Unit Title: Unit 2 Figure It Out
Grade Level: 3

Timeframe (# of weeks/marking period): 6 Weeks / Marking Period 2

Genre Study	<p>Week 1 and 2 - Expository Text Week 3 and 4 - Historical Fiction Week 5 and 6 - Poetry</p>
Big Idea Student answers to <i>Essential Questions</i> that lead them to the <i>Big Ideas</i> .	<p style="text-align: center;">Figure It Out - Understanding how our government and its citizens work together.</p> <p>Using the following themes for each week in this unit:</p> <ul style="list-style-type: none"> ● Government - Week 1-2 ● Immigration - Week 3-4 ● Figure It Out - Week 5 ● Review, Extend, Assess- Week 6
Enduring Understanding(s) Key Concept(s) that lead to the Big Ideas	<p>Students will understand:</p> <ul style="list-style-type: none"> ● Effective readers use appropriate strategies to construct meaning. ● Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information ● Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. ● Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. ● An expanded vocabulary enhances one's ability to express ideas and information. ● The ability to read and comprehend texts is expanded through collaborative discussions and written responses. ● Life lessons can be learned from studying other people's experiences. ● Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. ● Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures. ● Patterns of settlement differ markedly from region to region, place to place, and time to time. ● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. ● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information <p>Using the following themes for each week in this unit:</p> <ul style="list-style-type: none"> ● Government - Week 1-2 ● Immigration - Week 3-4 ● Figure It Out - Week 5 ● Review, Extend, Assess - Week 6

<p>Essential Question(s) Questions that lead students to Big Ideas</p>	<p>Week 1-2: How do people make government work?</p> <p>Week 1-2: What factors contributed to black American's gaining voting rights?</p> <p>Week 3-4: Why do people immigrate to new places?</p> <p>Week 3-4: How did the immigration process vary across the U.S.?</p> <p>Week 5: How do people figure things out?</p> <p>Week 5: How have black American inventors helped shape America?</p>
<p>Higher Order Thinking Questions Questions that encourage students to think beyond the literal</p>	<ul style="list-style-type: none"> • What are the most important events/ideas/steps to remember? Why are those the most important? • What caused (event)? • How are these historical events connected? • What effect did (event) have? • What is the effect of _____? • How did the (person/animal/item) change? • How did (experiences) lead to (achievement)? • What happens right before _____? • What would happen if you left out this step? • How are _____ and _____ the same? How are they different? What text evidence supports your answer? • What happened at the beginning, middle, and end of the story? • What is a summary of this story? • What does _____ represent in the story? • What is the theme of the story? What helped you decide that this is the theme? • How does the theme relate to the character's actions? • Why does _____ feel (sad, angry, elated, etc.) What text clues let you know they are feeling this way? • The author says _____. What evidence/reasons does the author give to support this idea? • What does the author claim? What evidence supports this claim? • Is the author's claim supported? What other evidence would you like the author to include? • Which events could have happened...? • If ... happened, what might the ending have been? • How was this similar to...? • What do you see as other possible outcomes? • Why did ... changes occur? • Can you compare your ... with that presented in...? • Can you explain what must have happened when...? • How is ... similar to <p>Please see below for more:</p>

HOT Question Stems		
New Jersey Student Learning Standards: English Language Arts/Social Studies		
ELA Power Reading/ Specific Standards	ELA Power Writing Standards/ Specific Standards	Social Studies Standards
<p>Key Idea and Details NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of</p>	<p>Text Types and Purposes NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.3.D. Provide a sense of closure.</p>	<p>Geography, People and the Environment: Human Population Patterns 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. History, Culture, and Perspectives: Continuity and Change 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Civics, Government, and Human Rights: Democratic Principles 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Civics, Government, and Human Rights: Processes and Rules 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. Civics, Government, and Human Rights: Human and Civil Rights 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process). Civics, Government, and Human Rights: Participation and Deliberation 6.1.5.CivicsPD.4: Explain the process of creating change at the local, state, or national level. 6.1.5.CivicsPD.6: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. Economics, Innovation and Technology: National Economy 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>

the author of a text.

RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Read grade-appropriate irregularly spelled words.

RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.C. Decode multisyllable words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A. Read grade-level text with purpose and understanding.

RF.3.4B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.2.G. Consult reference materials, including

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.B. Form and use regular and irregular plural nouns.

L.3.1.C. Use abstract nouns (e.g., *childhood*).

L.3.1.I. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A. Capitalize appropriate words in titles.

L.3.2.D. Form and use possessives.

L.3.3.A. Choose words and phrases for effect.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.1b Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1d Explain their own ideas and understanding in light of the discussion..

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Justice Standards

Identity

5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

9. Students will respond to diversity by building empathy, respect, understanding and connection.

10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

<p>beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>Highlighted Career Ready Practices & 21ST Century Themes/Skills:</p>	<p>Social-Emotional Learning Competencies:</p>	<p>Amistad Alignment: The integration of African American History</p>
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Critical Thinking and Problem-Solving</p> <ul style="list-style-type: none"> • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Interpret information and draw conclusions based on the best analysis <p>Communication</p> <ul style="list-style-type: none"> • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <p>Collaboration</p> <ul style="list-style-type: none"> • Demonstrate ability to work effectively and 	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognizing strengths • Self-confidence • Self-efficacy <p>Self-Management</p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal-setting • Organizational skills <p>Social Awareness</p> <ul style="list-style-type: none"> • Perspective-taking 	<p>This unit integrates the following African American history themes:</p> <ul style="list-style-type: none"> • Reconstruction • Voting Rights Act • The Great Migration • African American Inventors/Inventions

<p>respectfully with diverse teams</p> <ul style="list-style-type: none"> Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. 	<ul style="list-style-type: none"> Empathy Appreciating diversity Respect for others <p>Relationship Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility 	
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Academic Vocabulary

Focuses on building students' academic vocabulary in context throughout instruction.

ELA	Social Studies
<p style="text-align: center;"><u>Genre Study 1: Week 1 and 2 (P. T30)</u></p> <p style="text-align: center;">announced candidates convince decisions elect estimate government independent</p> <p style="text-align: center;"><u>Genre Study 2: Week 3 and 4 (P. T130)</u></p> <p style="text-align: center;">arrived immigrated inspected moment opportunity photographs valuable whispered</p> <p style="text-align: center;"><u>Genre Study 3: Week 5 (P. T226)</u></p>	<p style="text-align: center;"><u>Week 1 and 2</u></p> <p style="text-align: center;"><u>Reconstruction 150 Years After the 15th Amendment's Ratification</u></p> <p style="text-align: center;">reconstruction 13th Amendment 14th Amendment 15th Amendment The Freedmen's Bureau</p> <p style="text-align: center;"><u>Black Leaders During Reconstruction</u></p> <p style="text-align: center;">Civil War vote Republican Party white supremacy</p> <p style="text-align: center;"><u>President Johnson's Message to Congress About the Voting Rights Act</u></p> <p style="text-align: center;">oppressed justice right democracy Congress Constitution</p>

bounce
 imagine
 inventor
 observer
 alliteration
 free verse
 limerick
 rhyme

Writing Academic Vocabulary

Genre Study 1: Week 1 and 2 (P. T52, T54, T56, T58)

expository essay
 illustrations
 brainstorm
 purpose
 audience
 plan
 related ideas
 details
 paraphrase
 draft
 develop
 topic

Genre Study 2: Week 3 and 4 (P. T152, T154, T156, T158)

revise
 strong conclusion
 draft
 peer conferencing
 rules
 edit
 proofread
 punctuation
 publish
 present
 rubric
 evaluate

Genre Study 3: Week 5 (P. T246, T248, T250, T252)

stanza
 lines
 poem
 plan

House Passes Bill to Restore Key Parts of Voting Rights Act

obstacles
 amend
 precious
 justification
 barriers

The Great Northern Migration

migration/migrant
 dehumanizing
 clause
 intimidation
 lynching
 combatants
 immigrants
 surplus
 industry
 oppression
 skeptical
 descrimination
 racism
 disparity
 foundry worker
 retaliate

Week 3 and 4

Chinese Immigration and the Chinese Exclusion Acts

Chinese Exclusion Act
 laborer
 Chinatown
 citizen
 Angell Treaty
 Scott Act
 repealed

Stories of Exclusion for Being Chinese

"paper" identity
 identification card

California's Angel Island Immigration Station: Designed to Detain

immigration station
 deportation

problem
invention
purpose
audience
ideas
details
rhythm

Spelling Words

Genre Study 1: Week 1

sky, fry, pie, tied, tight, right, bright, grind, child, cube,
cute, mute, music, drew, few, coast, scold, bone, mighty, Utah

Differentiated Spelling List P. T64

Genre Study 1: Week 2

heel, week, creek, free, green, street, freeze, seal, weak, bean,
speaks, team, clean, cream, field, tight, tied, cute, sixteen, peanut

Differentiated Spelling List P. T66

Genre Study 2: Week 3

wrap, wrists, wrote, wreck, wring, write, wreath, knit, knife, knight,
knock, knee, gnome, sign, gnaws, heel, weak, field, wristwatch, knapsack

Differentiated Spelling List P. T164

Genre Study 2: Week 4

scrubs, screams, scratch, scrape, screen, spread, splash, spray, streak,
strength,
strong, squeak, three, throw, thread, wrote, knife, sign, streamer, scribble

Differentiated Spelling List P. T166

Genre Study 3: Week 5

chick, teacher, cheese, truth, fish, much, lunch, stretch, pathway, whales,
pitch, hatch, thick, them, what, spray, streak, thread, sandwich, weather

Differentiated Spelling List P. T256

Immigration Act of 1924: Congress Sets Tough Quotas on Entering U.S.

Immigration Act
visa
literacy
tax
quota
Gentlemen's Agreement

Week 5 and 6

Three Notable African-American Inventors of the 18th Century

patent
sole
contribute
prevalent
eventually
approximately

A History of African-American Inventors

granted
prejudice
civilization
declined
established

Small Group Differentiated Instruction

Please use the District Approved websites to support student learning during your ELA Block:

Amira.com, Newsela.com and Freckle.com

Gifted and Talented (Beyond Level)	On Level	Special Education/Intervention (Approaching Level)	Bilingual/ELL
<p>Gifted & Talented Students -Encourage students to explore concepts in depth and encourage independent studies or investigations. -Modeling or independent student led research</p> <p>Week 1&2 Leveled Reader: The Race for the Presidency Lexile: 890L Genre Passage “Elementary School Lawmakers” Review Text Structure: Compare and Contrast Write About Reading: Write About Reading Have students work with a partner to write a short paragraph describing why the author thinks it is important for candidates to debate one another, using text evidence to support their answer. Write About It Before reading, have students note that the genre of this text is also expository because it gives information about a topic. Then discuss the Essential Question. After reading, have students make connections between the information learned in The Race for the Presidency and “Elementary School Lawmakers.” Synthesize Challenge students to learn more about a local election. Have them research the candidates in a local campaign and then create a chart listing three positions that each candidate stands for. Then have them share their</p>	<p>On Level - Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</p> <p>Week 1&2 Leveled Reader: The Race for the Presidency Lexile: 720L Genre Passage: “Elementary School Lawmakers” Review Text Structure:Compare and Contrast Write About Reading Have students work with a partner to write a short paragraph describing the author’s point of view about debates, and why she thinks they are important, using text evidence. Write About It Before reading, have students note that the genre of this text is also expository because it gives information about a topic. Then discuss the Essential Question. After reading, have students make connections between the information learned in The Race for the Presidency and “Elementary School Lawmakers.” Week 2 Self-Selected Reading Option Have students choose an expository text for sustained silent reading and set a purpose for reading it. They can check the online Leveled Reader Library for selections. • Before they read, have students preview the book, viewing photos, charts, and sidebars. • As students read, have them determine the author’s point of view by looking for details that reveal what the author thinks</p>	<p>Special Education Students -Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. - Extended time for revisions or opportunity to identify and develop areas of personal interest. - Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</p> <p>Week 1&2 Leveled Reader: The Race for the Presidency Lexile: 560L Genre Passage “Elementary School Lawmakers” Review Text Structure:Compare and Contrast Write About Reading: Have students work with a partner to write a short paragraph explaining why the author thinks debates are important using evidence from the text to support their answers. Write About It Before reading, have students note that the genre of this text is also expository because it gives information about a topic. Then discuss the Essential Question. After reading, have students make connections between the information learned in The Race for the Presidency and “Elementary School Lawmakers.” Week 2 Self-Selected Reading Option</p>	<p>English Language Learners - Invite students to explore different points of view on a topic of study and compare. -Translated literature on tape</p> <p>Week 1&2 Leveled Reader: The Race for the Presidency Lexile: 710L Genre Passage “Elementary School Lawmakers” Review Text Structure:Compare and Contrast Write About It: Before students write, use the following sentence frames to discuss the questions on page 18: People can work with their state government to change a law. Guide students in finding text evidence to support their answers: Reread the second paragraph on page 17. How does this information help you to answer the second question on page 18?</p> <p>Week 2 Self-Selected Reading Have students choose another expository text from the online Leveled Reader library. Fluency: Intonation, Phrasing, and Rate Read page 7 to model intonation, phrasing, and rate. Read the passage again and have students read along with you. For more practice, have students practice reading with a partner.</p> <p>Weeks 3 & 4 Leveled Reader: Moving from Mexico Lexile: 540L</p>

results with the class. Host a quick class election based on each chart.

Week 2

Self-Selected Reading Option

Have students choose an informational text for sustained silent reading and set a purpose for reading that book. Students can check the online Leveled Reader Library for selections. • As students read, have them fill in a copy of online Point of View Graphic Organizer 146. • Remind them to reread difficult sections of the text if they come across any unfamiliar concepts or explanations they do not understand.

Read Purposefully Encourage students to keep a reading journal. Ask them to read different informational texts in order to learn about a variety of subjects. • Students can write summaries of the texts in their journals. • Ask students to share the author's point of view with the class and tell whether or not they agree with it. Independent Study Challenge students to discuss how their texts relate to the theme of government. Have students compare some of the different ways that people make government work and answer the question: How do these people help make government work?

Weeks 3 & 4

Leveled Reader: Gustaf Goes to America

Lexile: 690L

Genre Passage: "Celebrating Swedish Culture"

Review Text Structure: Compare and Contrast

Write About Reading Check that students have correctly identified why Gustaf was telling the story and the message he was trying to get across using text evidence.

Write About It Before reading, have students note that the genre of the text

about the topic. Remind students to reread difficult sections they do not understand.

Read Purposefully Ask students to read different texts to learn about a variety of subjects. • As students read, have them fill in a copy of online Point of View Graphic Organizer 146. They can use it to write a summary of the author's point of view of the topic. • Students should share their organizers and answer these questions: What is the author's point of view of the topic? Which details in the text help you identify the author's point of view?

Weeks 3 & 4

Leveled Reader: Moving from Mexico Lexile: 640L

Genre Passage: "Mexican Revolution 1910–1920"

Review Text Structure: Compare and Contrast

Write About Reading Have students work with a partner to write a short paragraph discussing why the family decided to move to California using text evidence.

Write About It Before reading, have students note that the genre of this text is expository. It explains a topic. Then discuss the Essential Question. After reading, have students discuss how the facts they learned from "Mexican Revolution 1910–1920" helped them understand why the family in Moving from Mexico immigrated to the United States.

Week 4

Self-Selected Reading Option

Have students choose a historical-fiction book for sustained silent reading. Students can check the online Leveled Reader Library for selections. • Before they read, have students preview the book's title, cover, and illustrations. They should also set a purpose for reading their chosen book. • As students read, remind them to make predictions and confirm or

Have students select an expository text for sustained silent reading and set a purpose for reading that text. Students can check the online Leveled Reader Library for selections. Remind students that • the author's point of view is what the author thinks about the text's topic. They should look for details that show what the author thinks. • students can reread sections of the text that are unclear or difficult to increase their understanding. Read Purposefully Have students record details of the author's point of view on a copy of online Point of View Graphic Organizer 146 as they read independently. After they finish, they can conduct a Book Talk about the book they read. • Students can share their organizers and answer questions: What is the author's point of view on the topic? Which details in the text help you identify this point of view? Do you agree with the author? • They should also tell the group if they stopped to reread any sections of text that were unclear or difficult to help them better understand the information the author presented.

Weeks 3 & 4

Leveled Reader: The Promise of Gold Mountain Lexile: 490L

Genre Passage: "Gold in California!"

Review Text Structure: Compare and Contrast

Write About Reading Check that students have correctly identified why Wai Ming stayed in America using text evidence.

Write About It Before reading, have students note that the genre of the text is expository. Then discuss the Essential Question. After reading, have students make connections between the story of The Promise of Gold Mountain and the information they learn from "Gold in California!"

Week 4

Genre Passage: "Mexican Revolution 1910–1920"

Review Text Structure: Compare and Contrast

Write About It

Have students note how the facts from Mexican Revolution give background information for the story Moving from Mexico. Before students write, use the following sentence frames to discuss the questions on page 19. The Mexican Revolution began in 1910. The President of Mexico was Porfirio Diaz. Many people were poor. Many families wanted a better life.

Week 4

Self Selected Reading Option

Have students choose another historical fiction selection from the online Leveled Reader Library.

Fluency: Accuracy, Phrasing, and Rate

Read page 11 to practice fluency. Read again and have students read with you. For more practice, have students record their voices while they read a few times at an appropriate rate. Have them play their recordings to you and choose the best one

Week 5

Leveled Reader: The Long Walk Lexile: 480L

Genre Passage: "Thomas the Mess Monster"

Review Text Structure: Compare and Contrast

Write About It Use the following sentence frames to discuss the questions on page 19: Jed and Annie both found ways to solve a problem. Guide students in finding text evidence for their answers: Reread the last stanza on page 19. How does it help you to answer the second question? Annie was able to help Thomas by showing him how to clean his room.

Week 5

is expository. Then discuss the Essential Question. After reading, have students make connections between the story of Gustaf Goes to America and the information they learned from “Celebrating Swedish Culture.”

Synthesize Challenge students to think of what might have happened if Gustaf from Gustaf Goes to America had decided to go back to Sweden instead of staying in America. Students should use text evidence to write about the impact it might have had on Gustaf and his family if he had decided not to stay.

Week 4

Self-Selected Reading Option

Have students choose a historical-fiction book for sustained silent reading. Students can check the online Leveled Reader Library for selections. • As students read, have them fill in a copy of online Theme Graphic Organizer 126. • Have them make predictions and look for clues to confirm or revise those predictions as they read.

Read Purposefully Encourage students to keep a reading journal. Ask them to read different books in order to learn about a variety of subjects. • Before reading, have students establish a purpose for reading the text. • Students can write summaries of the books in their journals. • Ask students to share their predictions for the books with classmates.

Week 5

Leveled Reader: Two Up, One Down
Lexile: 610L

Genre Passage: “I Listen” and “The Nesting Box”

Review Text Structure: Compare and Contrast

Write About Reading Have partners write about how May changes from the beginning to the end of the story using details from the story.

correct those predictions as they read using clues from the story. **Read Purposefully** Encourage students to read different books in order to learn about a variety of subjects. • As students read, have them fill in the key details and theme on a copy of online Theme Graphic Organizer 126. • They can use this organizer to help them write a summary of the book. • Have students share their predictions with classmates and explain whether they were able to confirm or had to correct their predictions.

Week 5

Leveled Reader: The Long Walk
Lexile: 560L

Genre Passage: “The Forgetful Girl” and “The Friendly Frog”

Review Text Structure: Compare and Contrast

Write About Reading Have students work with a partner to write about the bridge being built from Leo’s point of view using details from the story.

Write About It Before reading, have students note that the poems are limericks, which rhyme and tell a story. Then discuss the Essential Question. After reading, have students make connections between the ways problems are solved in The Long Walk, “The Forgetful Girl,” and “The Friendly Frog.”

Week 5

Self-Selected Reading Option

Have students choose a poem for sustained silent reading. They can check the online Leveled Reader Library for selections. • Before they read, have students preview the poem, reading the title and looking for text features, such as stanza breaks and rhyme scheme. • As students read, have them identify the narrator’s point of view by looking for what the narrator thinks of or feels about the topic.

Read Purposefully Encourage students to read different kinds of poems. • As

Self-Selected Reading Option

Have students choose a historical-fiction book for sustained silent reading and set a purpose for reading that text. Students can check the online Leveled Reader Library for selections. Remind students that • good readers know how to find clues in the story and its illustrations to make and confirm or correct predictions. Doing this helps readers follow the story and remember events. • as they read, they should look for the most important or key details that will help them determine the theme of the story.

Read Purposefully Have students record the theme and key details on a copy of online Theme Graphic Organizer 126 as they read independently. After they finish, they can conduct a Book Talk, each telling about the book they read. • Students should share their graphic organizers and answer this question: What was the theme or central message in this book? • They should also tell the group about one prediction they made and whether they were able to confirm or had to correct their prediction.

Week 5

Leveled Reader: Problem Solved
Lexile: 480L

Genre Passage: “Rainy Day”

Review Text Structure:

Write About Reading Have students work with a partner to write a short paragraph describing the characters’ points of view at the beginning of the story using details from the story.

Write About It Before reading, have students note that the poem “Rainy Day” is written in free verse. Some, but not all, lines rhyme. Then discuss the Essential Question. After reading, have students make connections between how the children solve the problem of being bored in both Problem Solved and “Rainy Day.”

Week 5

Self Selected Reading Option

Have students choose another realistic fiction selection from the online Leveled Reader Library.

Fluency: Expression and Phrasing Read pages 7–8 with appropriate expression. Read the passage aloud again and have students read along with you. For more practice, have students record their voices while they read a few times. Have them play their recordings to you and choose the best one.

Week 6

English Language Learners to On Level

The Race for the Presidency, T332
“Elementary School Lawmakers,”
T332 Literature Circles, T332

Remind students that informational text gives facts about a topic. Discuss what students remember about presidential elections in the United States. Tell them they will be reading a more challenging version of The Race for the Presidency. Ask students to complete the Respond to Reading on page 15. Then have them finish the Paired Read and hold Literature Circles.

<p>Write About It Before reading, have students note that the poems are written in free verse. Then discuss the Essential Question. After reading, have students make connections between the ways problems are solved in Two Up, One Down, “I Listen,” and “The Nesting Box.”</p> <p>Synthesize Challenge students to write about a problem with which they are concerned. How can they solve the problem? How do they find their way toward a solution? While writing, students should consider the steps they need to take in order to achieve a solution.</p> <p>Week 5 Self-Selected Reading Option Have students choose a poem for sustained silent reading. They can check the online Leveled Reader Library for selections. • As students read, have them fill in online Point of View Graphic Organizer 146. • Remind students to reread any sections they have difficulty with to help increase their understanding. <u>Read Purposefully</u> Encourage students to keep a reading journal. Ask them to read different types of poems. • Students can write summaries of the poems in their journals. • Have students give their reactions to the poems to their classmates and tell the narrators’ point of view, then explain whether or not they agree. <u>Independent Study</u> Challenge students to discuss how their poems relate to the theme of figuring things out. Have students compare some of the ways people work to figure things out. Then have them write a few paragraphs describing one way someone figured something out.</p> <p>Week 6 Beyond Level to Self-Selected Trade Book T333 Literature Circles, T333</p>	<p>students read, they can fill in a copy of online Point of View Graphic Organizer 146. They can refer back to it to write a summary. • Students should share their organizers and answer these questions: What is the narrator’s point of view about the topic? Which details help show this point of view? Do you agree with the narrator’s point of view? Why or why not?</p> <p>Week 6 On Level to Beyond Level The Race for the Presidency, T331 “Elementary School Lawmakers,” T331 Literature Circles, T331 Tell them they will be reading a more challenging version of The Race for the Presidency. Ask students to complete the Respond to Reading on page 15. Then have them finish the Paired Read and hold Literature Circles.</p>	<p>Self-Selected Reading Option Have students choose a poem for sustained silent reading. They can check the online Leveled Reader Library for selections. Remind students that • the poem may include the narrator’s point of view of the topic • if they have trouble finding the narrator’s point of view, they should reread to look for words showing the narrator’s thoughts or feelings. <u>Read Purposefully</u> Have students record the narrator’s point of view in the poem on online Point of View Graphic Organizer 146 as they read independently. After they finish, they can conduct a Book Talk, each telling about the poem they read. • Students should share their organizers and answer these questions: What was the narrator’s point of view in the poem you read? Do you agree or disagree with this point of view? • They should also tell the group if they reread any difficult parts of the poem to increase their understanding.</p> <p>Week 6 Approaching Level to On Level The Race for the Presidency, T330 “Elementary School Lawmakers,” T330 Literature Circles, T330 Tell them they will be reading a more challenging version of The Race for the Presidency. Ask students to complete the Respond to Reading on page 15. Then have them finish the Paired Read and hold Literature Circles.</p>	
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<p>Together with students, identify the particular focus of their reading based on the text they choose. Students who have chosen the same title will work in groups to closely read the selection. Suggest that students hold Literature Circles and share interesting facts or favorite parts from the books they read.</p>			
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21st Century Literacies
 The 21st Century demands a literate person possess a wide range of abilities and competencies. These literacies are multiple, dynamic and malleable.

Learning and Innovation Skills	Information, Media and Technology Skills	Life and Career Skills
<ul style="list-style-type: none"> X Creativity and Innovation X Critical Thinking and Problem-Solving X Communication X Collaboration 	<ul style="list-style-type: none"> X Information Literacy X Media Literacy X Information, Communication, and Technology 	<ul style="list-style-type: none"> X Flexibility/Adaptability x Initiative/Self-Direction x Social/Cross-Cultural Skills x Productivity/Accountability X Leadership/Responsibility

Instructional Plan
 Please use the District Approved websites to support student learning during your ELA Block:
 Amira.com, Newsela.com and Freckle.com

Start Smart-Teach the Whole Child T6-T7B

Start Smart provides an overview of the instructional lessons and routines within Wonders. The purpose and strength of this instruction, through the following features, is outlined below:

Author Insights: Research that supports pedagogy.
Social Emotional Learning (SEL): Enables students to manage their emotions and self-regulate.
Classroom Culture: The “how” of teaching the whole child.
Habits of Learning: The behaviors we want to cultivate in students.
Routines: Management tools that provide clear, step-by-step guidance for how to approach learning activities. (Also see Wonder’s Instructional Routines Handbook)
Teach it Your Way: Address unique student needs, flexible approaches to teaching and suggestions for how and when a lesson can be taught.

<p style="text-align: center;">SLO – WALT We are learning to/that...</p>	<p style="text-align: center;">Student Learning Strategies</p>	<p style="text-align: center;">Formative Assessment</p>	<p style="text-align: center;">Instructional Strategies/Activities and Resources (Anchor Text/Supplemental Text)</p>	<p style="text-align: center;">Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)</p>
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ELA/SS				
Weeks 1-2				
<ul style="list-style-type: none"> explain the meaning of the new word formed when a known affix is added to a known word identify and explain the meaning of the most common prefixes and derivational suffixes. reread grade-level text with purpose and understanding. 	<p>Prefixes: re-, un-, dis-, mis P. T30 - use prefixes to figure out the meaning of the following words: -reread -unsure</p> <p>Reread P. T32 - to monitor comprehension.</p>	<p>Can students use their knowledge of the meaning of the prefixes re- and un- to determine the meaning of the words (reread, unsure)? Prefixes and Suffixes</p> <p>Are students able to gain comprehension by rereading the text? Reread Strategies</p> <p>Use online rubric to record student progress.</p> <p>Check For Understanding</p> <p>Student Strategy Resources</p>	<p>Interactive Read Aloud: “All About Elections” P. T23</p> <p>Shared Read: “Every Vote Counts!” P. T24-29</p> <p>Anchor Text: “Vote!” P. T45A-45T</p> <p>Paired Text: “A Plan for the People” P. T47A-47D</p> <p>Instructional Strategies</p>	<p>Special Education</p> <ul style="list-style-type: none"> provide reading prompts provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> listen to a summary of the selection Pre-Teach Vocabulary Spotlight on Language: cognates: <i>texto</i> Newcomer Cards 15-19 and accompanying materials in the Newcomer Teacher’s Guide <p>Gifted</p> <ul style="list-style-type: none"> allow pairs to work independently to answer the Reread prompts have pairs use each word in a

				sentence that shows understanding of meaning
<ul style="list-style-type: none"> • explain how policies are developed to address public problems. • describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e. the right to vote). • create a timeline to represent major events visually 	<p>Timeline - create a timeline of the major events that contributed to black Americans gaining voting rights.</p>	<p>Are students able to create a timeline documenting the major events that contributed to black Americans gaining voting rights? Interactive Timeline</p>	<p>NEWSELA Reconstruction 150 Years After the 15th Amendment's Ratification Black Leaders During Reconstruction President Johnson's Message to Congress About the Voting Rights Act House Passes Bill to Restore Key Parts of Voting Rights Act</p> <p>AMISTAD Reconstruction The Great Northern Migration</p> <p>TEACHING TOLERANCE Reconstruction Voting Rights Videos Expanding Voting Rights</p> <p>PBS The Great Migration in New Jersey Thomas Mundy Peterson: The First African American to Vote New Jersey: Then and Now</p> <p>YOUTUBE</p>	<p>Special Education</p> <ul style="list-style-type: none"> • provide graphic organizer • assign article at students' Lexile level • chunk assignment components • Provide visual supports • extend time for completion <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • assign NEWSELA Social Studies writing prompt • encourage students to explore content more deeply for independent project • have students research the influential people (leaders, activists, etc...) who were involved in Reconstruction and Voting Rights

			Mary Ann Shadd Cary Ida B. Wells BRAINPOP Slavery Book "Forty Acres and Maybe a Mule" by Harriette Gillem Robinet	
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Weeks 3-4

<ul style="list-style-type: none"> demonstrate and apply understanding of figurative language, word relationships and nuances in word meanings. formulate predictions about what will happen in a story using story clues. 	<p>Figurative Language: Similes P. T130 - compare two different things using the word <i>like</i> or <i>as</i>.</p> <p>Make Predictions P. T132 - use story clues to predict what will happen next in the story.</p>	<p>Can students explain the meaning of a simile comparing two different things? Video about Metaphors/Similes</p> <p>Are students able to use story clues to make an accurate, appropriate prediction about what will happen next in the story? Making Predictions</p> <p>Use online rubric to record student progress. Check For Understanding</p> <p>Student Strategy Resources</p>	<p>Interactive Read Aloud: "Our Story Cloth" P. T123</p> <p>Shared Read: "Sailing to America" P. T124-129</p> <p>Anchor Text: "The Castle on Hester Street" P. T145A-145P</p> <p>Paired Text: "Next Stop, America!" P. T147A-147D</p> <p>Instructional Strategies</p>	<p>Special Education</p> <ul style="list-style-type: none"> provide reading prompts provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> listen to a summary of the selection Pre-Teach Vocabulary Spotlight on Language: cognates: <i>comparar</i>, <i>predecir</i>, <i>confirmar</i>, <i>correcto</i> Newcomer Cards 20-24 and
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				<p>accompanying materials in the Newcomer Teacher's Guide</p> <p>Gifted</p> <ul style="list-style-type: none"> allow pairs to work independently to answer the Reread prompts have pairs look up words in the online Visual Glossary
<ul style="list-style-type: none"> compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 	<p>Compare and Contrast the immigration process at Angel Island and Ellis Island.</p>	<p>Can students compare and contrast the immigration process at Angel Island and Ellis Island?</p> <p>Interactive Venn Diagram or Venn Diagram</p>	<p>NEWSELA</p> <p>Chinese Immigration and the Chinese Exclusion Acts</p> <p>Stories of Exclusion for Being Chinese</p> <p>California's Angel Island Immigration Station: Designed to Detain</p> <p>Immigration Act of 1924: Congress Sets Tough Quotas on Entering U.S.</p> <p>The First Immigrants Arrive at Ellis Island</p> <p>Portraits of Immigrants at Ellis Island</p> <p>AMISTAD</p> <p>Angel Island</p> <p>BRAINPOP JR.</p> <p>Ellis Island</p> <p>TEACHERTUBE</p>	<p>Special Education</p> <ul style="list-style-type: none"> provide graphic organizer assign article at students' Lexile level chunk assignment components provide visual supports extend time for completion <p>Gifted and Talented:</p> <ul style="list-style-type: none"> assign NEWSELA Social Studies writing prompt encourage students to explore content more deeply for independent project have students research immigration patterns of other cultures

			A Virtual Voyage to Ellis Island YOUTUBE Angel Island	
Week 5				
<ul style="list-style-type: none"> demonstrate and apply understanding of figurative language, word relationships and nuances in word meanings. connect spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. 	<p>Figurative Language: Similes P. T226 - compare two different things using the word <i>like</i> or <i>as</i>.</p> <p>Alliteration and Rhyme P. T228 - the use of repeated initial consonant sounds helps make descriptions in a poem vivid and fun to read. Words rhyme when their endings sound the same, which helps make a poem sound musical.</p>	<p>Can students explain the meaning of a simile comparing two different things? Video about Metaphors/Similes</p> <p>Are students able to recognize alliteration and rhyme in poetry?</p> <p>Use online rubric to record student progress. Check For Understanding Student Strategy Resources</p>	<p>Interactive Read Aloud: “New Bike, Old Bike” P. T221</p> <p>Shared Read: “Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged” P. T222-225</p> <p>Anchor Text: “The Inventor Thinks Up Helicopters” and “The Ornithopter” P. T241A-241C</p> <p>Paired Text: “Montgolfier Brothers’ Hot Air Balloon” P. T243A-243B Instructional Strategies</p>	<p>Special Education</p> <ul style="list-style-type: none"> provide reading prompts provide audio recording of texts allow for differentiated responses and/or work products provide extra time for completion provide oral and written directions provide visual supports <p>ELL</p> <ul style="list-style-type: none"> listen to a summary of the selection Pre-Teach Vocabulary Spotlight on Language: cognates: <i>simil, aliteracion, rima</i> Newcomer Cards 15-24 and accompanying materials in the Newcomer Teacher’s Guide <p>Gifted</p> <ul style="list-style-type: none"> allow pairs to work independently to answer the Reread

				<ul style="list-style-type: none"> prompts have pairs look up words in the online Visual Glossary
<ul style="list-style-type: none"> summarize a variety of sources to illustrate how the American identity has evolved over time. explain the process of creating change at the local, state, or national level. explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 	<p>Summarize the text for the most important information about African-American inventors.</p>	<p>Are students able to use important information about African-American inventors to summarize their contributions to the U.S.?</p> <p>Summarize Graphic Organizer</p>	<p>NEWSELA</p> <p>Three Notable African-American Inventors of the 18th Century</p> <p>A History of African-American Inventors</p> <p>Inventors and Scientists: Granville T. Woods</p> <p>Inventors and Scientists: Katherine Johnson</p> <p>AMISTAD</p> <p>Black Inventors and Inventions</p> <p>George Washington Carver</p> <p>YOUTUBE</p> <p>Black Scientists and Inventors</p> <p>Google Document</p> <p>A World Without African Americans</p>	<p>Special Education</p> <ul style="list-style-type: none"> provide graphic organizer assign article at students' Lexile level chunk assignment components provide visual supports extend time for completion <p>Gifted and Talented:</p> <ul style="list-style-type: none"> assign NEWSELA Social Studies writing prompt encourage students to explore content more deeply for independent project have students research more african american inventors/inventions

Week 6 Review, Extend, Assess

Reading Digitally T302–T303	Fluency T304-T305	Show What You Learned T306–T309	Extend Your Learning T312-T313	Writing T314–T321
<p><u>Text: “A Hunt to Help Frogs”</u></p> <p>ACADEMIC LANGUAGE • hyperlinks, source, research</p>	<p><u>Reader’s Theater: Name That Character!</u></p> <p>Objectives</p>	<p><u>Passage 1 Genre: Expository Text “Solving Local Problems” Lexile: 730L Passage 2 Genre:</u></p>	<p><u>Comparing Genres</u></p> <p>ACADEMIC LANGUAGE • genre, homograph, definition,</p>	<p><u>Writing Process Poetry</u></p> <p><u>Revise: Figurative Language</u></p>

<p>Objectives -Examine text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. -Compare and contrast two online articles to determine the important points and key details from the each text</p> <p>Activities -View the online article “A Hunt to Help Frogs” and have students identify text features. Review how to navigate through the article. Point out the interactive features, such as hyperlinks, maps, and photos. -Model comparing the information about frogs in “A Hunt to Help Frogs” with the linked article, “Fascinating New Frogs.” to determine the important points and key details from each text. -Have students reread and find reasons why frogs are important to nature and people. Have partners share findings and discuss whether they agree with the author’s point of view.</p>	<p>-Examine the text with sufficient accuracy and fluency to support comprehension. -Assess grade-level text with purpose and understanding. -Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p> <p>Activities -Each day, allow students time to practice their parts in the play. Pair fluent readers with less fluent readers. Pairs can echo-read or chorally read their parts. As needed, work with less fluent readers to mark pauses in their script using one slash for a short pause and two slashes for longer pauses. Throughout the week have students work on Reader’s Theater Workstation Activity Card 26.</p>	<p><u>Historical Fiction</u> <u>“Welcome to America”</u> <u>Lexile: 670L</u></p> <p>Objectives - Utilize text features to locate information relevant to a given topic efficiently. -Compose and respond to questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Emphasize to Students -Explain that the authors of expository texts use headings and other text features to guide readers through the text. They often give their point of view about the topic. Students should read carefully to determine the author’s point of view. Have students note the numbers next to each paragraph as they read. They may wish to read the questions before they read the passages. After reading the passage, students should read each question twice and eliminate any obvious wrong answer choices. Students should remember that each answer they choose must be supported by text evidence.</p>	<p>pronunciation, part of speech</p> <p>Activity Guide students in filling out the Venn diagram on Reading/ Writing Companion page 198.</p> <p><u>Homographs</u> Guide students in identifying the different meanings and pronunciations of the word wind using either a print or online dictionary.</p> <p><u>Connect to Content</u></p> <p>ACADEMIC LANGUAGE • public, service, announcement, advertisement • Cognates: público, servicio, anuncio</p> <p>Objective -Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>Create a Venn Diagram</u> Objective -Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence in provided categories.</p> <p>Activity -Have partners or small groups read and discuss the activity on Reading/Writing Companion page</p>	<p><u>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</u></p> <p>ACADEMIC LANGUAGE • figurative language, revise, compare • Cognates: revisar, comparar • conference, revision • Cognates: conferencia, revisión • edit, proofread • Cognate: editar rubric, publish, present, evaluate • Cognates: publicar, presentar, evaluar</p> <p>Objectives -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. -With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Activity For the final presentation of their poem, have students choose a format for publishing: print or digital. Either format should incorporate figurative language, vivid descriptions, rhyme, and rhythm. Allow time for students to design and</p>
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			<p>200. Draw a Venn diagram and explain where to put information: Use the Venn diagram to compare two things. Give students time to research two services their local government provides using online sources.</p> <p><u>Write a Public Service Announcement</u></p> <p>Activity -Guide partners or groups to create a PSA about helping someone who is new at school. Remind them that their ad should be short and to the point. Have students present their PSAs to the class.</p> <p><u>“A Hunt to Help Frogs”</u> -Guided Practice/Apply Read and discuss the questions on Reading/Writing Companion page 201. Have partners work together to answer the questions about the online article “A Hunt to Help Frogs.”</p>	<p>practice their presentations aloud. Have students consult the Presenting Checklist before they face the class.</p>
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Formative Assessment (Progress Monitoring):

English Language Arts

- Progress Monitoring: Genre Study Weeks 1 and 2 ***Expository Text Formal Assessment T106***
 - **Comprehension**
Author's Point of View
 - **Vocabulary**
Prefixes
- Progress Monitoring: Genre Study Weeks 3 and 4 ***Historical Fiction Formal Assessment T206***
 - **Comprehension**
Theme
 - **Vocabulary**
Similes
- Progress Monitoring: Genre Study Week 5 ***Poetry Formal Assessment T296***
 - **Comprehension**

- Point of View
 - **Vocabulary**
- Figurative Language: Similes
- Progress Monitoring: Genre Study Weeks 1 and 2 **Expository Text Informal Assessment T106**
 - Analytical Writing**
 - Comprehension Skill • Written Response • English Language Conventions Reading/Writing Companion: Respond to Reading
 - Grammar, Mechanics, Usage**
 - English Language Conventions Practice Book, digital activities, writing activities
 - Spelling**
 - English Language Conventions Practice Book, word sorts, digital activities, writing activities
 - Listening/Collaborating/Research •**
 - Listening • Speaking • Research Checklists, rubrics
 - Oral Reading Fluency (ORF)**
 - Reading Accuracy • Prosody Fluency Assessment
- Progress Monitoring: Genre Study Weeks 3 and 4 **Historical Fiction Informal Assessment T206**
 - Analytical Writing**
 - Comprehension Skill • Written Response • English Language Conventions Reading/Writing Companion: Respond to Reading
 - Grammar, Mechanics, Usage**
 - English Language Conventions Practice Book, digital activities, writing activities
 - Spelling**
 - English Language Conventions Practice Book, word sorts, digital activities, writing activities
 - Listening/Collaborating/Research •**
 - Listening • Speaking • Research Checklists, rubrics
 - Oral Reading Fluency (ORF)**
 - Reading Accuracy • Prosody Fluency Assessment
- Progress Monitoring: Genre Study Week 5 **Poetry Informal Assessment T296**
 - Analytical Writing**
 - Comprehension Skill • Written Response • English Language Conventions Reading/Writing Companion: Respond to Reading
 - Grammar, Mechanics, Usage English Language Conventions**
 - Practice Book, digital activities, writing activities
 - Spelling**
 - English Language Conventions Practice Book, word sorts, digital activities, writing activities
 - Listening/Collaborating/Research •**
 - Listening • Speaking • Research Checklists, rubrics
 - Oral Reading Fluency (ORF)**
 - Reading Accuracy • Prosody Fluency Assessment
- Weekly Wonders Interactive games and activities
 - **Author's Point of View, Prefixes, Theme and Similes, Grammar, Vocabulary Practice, Spelling Activity, Phonics Activity Sort**

Social Studies

- Newsela Power Words, Write, and Quiz Activities
- Timeline graphic organizer
- Venn Diagram graphic organizer
- Summarizing graphic organizer
- Performance Task

Benchmark/Summative Assessment/Projects

Student Self-Evaluation Rubric: *What Did You Learn?* P. T322

Online Assessment Center (Log into account, go to Assessment and Data tab, click Online Assessment Center, select week/unit for specific assessment)

Unit 2 Tested Skills

Comprehension	Vocabulary	Grammar	Writing
Author's Point of View Alliteration and Rhyme Theme Point of View Text Evidence	Prefixes: re-, un-, dis-, mis Figurative Language: Similes	Plural Nouns: Compound Words Possessive Nouns: Singular and Plural Combining Sentences: Subject and Predicate Nouns	Informational Performance Task

ADDITIONAL ASSESSMENT OPTIONS

Fluency

Conduct assessments individually using the differentiated passages in Fluency Assessment. Students' expected fluency goal for this Unit is 73–93 WCPM with an accuracy rate of 95% or higher.

Running Records

Use the instructional reading level determined by the calculations for regrouping decisions. Students at Level 28 or below should be provided reteaching on specific Comprehension skills.

ELL Assessment

Assess English Language Learner proficiency and track student progress using the McGraw-Hill English Learner Benchmark Assessments. This resource draws from a variety of contexts to evaluate social and academic language proficiency. These assessments also can be used for placement to achieve an optimal learning experience for new students.

Social Studies Performance Task:

Journal Writing (P. T171): After reading and learning about immigration, students will write a journal entry pretending to be an immigrant traveling to America in the 1800's. Students must gather all relevant information from at least one primary source to help compose their entry. Students should include details about what they see, hear, and feel while on the journey. The journal entry should be no less than one paragraph using complete sentences, correct spelling, and punctuation. Students will present their performance task to the class.

[Grade 3-5 Performance Task Rubric](#)

Social Studies Project:

Interview an Inventor (Research and Inquiry P. T240-241)

Students can use the interview format on P.175 (**Reading/Writing Companion**) to organize research about an inventor from any time in history. They will generate questions and do research to answer their own questions. Teacher will brainstorm with students a list of the kinds of information they might want to gather about an inventor. Students are encouraged to use the question words *who*, *what*, *when*, *where*, *why*, and *how* to help create a variety of targeted

interview questions. Teacher will provide students with a list of possible inventors and reliable sources to use for research. Students will work in pairs to generate 4-5 interview questions and then research the answers to their interview questions. Student pairs will present their interview findings to the class.

Week 6 Presentation Options

As you wrap up the unit, invite students to present their work to small groups, the class, or a larger audience. Choose from among these options:

- Have students perform the **Reader's Theater** play **T304-305**
- Small groups can share their completed **Research and Inquiry** projects, which they started in Genre Study 3 **T325**
- Students can give multimodal presentations of the work that they developed using **Inquiry Space T326**
- Hold a Publishing Celebration and encourage students to self-select a piece of **writing** to present **T328-329**

Speaking Checklist P. T328

Listening Checklist P. T329

Interdisciplinary Connections

Science:

Influence of Engineering, Technology, and Science on Society and the Natural World

People's needs and wants change over time, as do their demands for new and improved technologies. **(3-5-ETS1-1)**

Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. **(3-5-ETS1-2)**

Math:

Expository Text includes graphic features like bar graphs. **(T34-35)**

<u>Required Text Type</u> Title of Text	<u>Instructional Level</u> A = Anchor P = Paired S = Supplemental / Shared Read	<u>Lexile Level</u>	<u>Text Structure</u>	<u>Literature</u>	<u>Informational</u>	<u>Digital/Online</u>
Weeks 1-2						
Vote! - Expository Text	A	530L	A		X	X
A Plan for the People - Expository Text	P	530L	A		X	X
Every Vote Counts! - Expository Text	S	560L	A		X	X
Reconstruction 150 Years After the 15th	S	620-1190L			X	X

Amendment's Ratification						
Black Leaders During Reconstruction	S	590-1060L			X	X
President Johnson's Message to Congress About the Voting Rights Act	S	430-790L			X	X
House Passes Bill to Restore Key Parts of Voting Rights Act	S	610-1190L			X	X
Weeks 3-4						
The Castle on Hester Street - Historical Fiction	A	730L	S/O	X		X
Next Stop, America! - Expository Text	P	510L	S/O		X	X
Sailing to America - Historical Fiction	S	460L	S/O	X		X
Chinese Immigration and the Chinese Exclusion Acts	S	610-1120L			X	X
Stories of Exclusion for Being Chinese	S	570-1030L			X	X
California's Angel Island Immigration Station: Designed to Detain	S	600-950L			X	X
Immigration Act of 1924: Congress Sets Tough Quotas on Entering U.S.	S	620-1150L			X	X
The First Immigrants Arrive at Ellis Island	S	570-1170L			X	X

Portraits of Immigrants at Ellis Island	S	620-950L			X	X
Week 5						
The Inventor Thinks Up Helicopters and The Ornithopter - Poetry	A	Non-prose	P	X		X
Montgolfier Brothers' Hot Air Balloon - Poetry	P	Non-prose	P	X		X
Empanada Day, Cold Feet, Our Washing Machine, Bugged - Poetry	S	Non-prose	P	X		X
Three Notable African-American Inventors of the 18th Century	S	450-800L			X	X
A History of African-American Inventors	S	580-1150L			X	X
Inventors and Scientists: Granville T. Woods	S	550-1210L			X	X
Inventors and Scientists: Katherine Johnson	S	590-1070L			X	X
Week 6						
Solving Local Problems - Expository Text	S	730L	E		X	X
Welcome to America - Historical Fiction	S	670L	M	X		X
A Hunt to Help Frogs- Online Article	S	n/a	n/a			X

Text Structure:

C/C = Compare & Contrast
 D = Description
 M = Main Idea and Details

C/E = Cause & Effect
 N = Narrative
 A = Author's Point of View

P/S = Problem-Solution
 E = Expository

S/O = Sequence/Order
 P = Poetry

Writing Focus/Tasks	Type				Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (text-dependent questions, notes, summaries, short responses or formal essays)
	N	E	A	R	
<p>N=Narrative A=Argument</p> <p>E=Explanatory R=Research (Short or Sustained)</p>					<p>Balance of Writing: Includes a balance of on-demand and process writing (multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p> <p>Integrates targeted: instruction in such areas as grammar and conventions writing strategies, discussion rules, and all aspects of deficient foundational reading skills.</p>
<p>Week 1 & 2 Primary Focus Respond to Reading Writing Process: Expository Essay</p> <p>Explain that after reading “Every Vote Counts” and Vote!, students will now begin writing a short expository essay of their own. They will use some models from the texts they have read to plan their own expository writing about voting and how people make government work. Invite them to share topics of other expository essays they have recently read. Point out that an expository essay is a type of expository text. Since an expository essay gives facts and information about a topic, students will need to do research before writing their essays.</p> <p>Expert Model: Expository Text Plan: Paraphrase</p> <p>Paraphrasing: Tell students that when they write an expository essay, they are using related ideas and details to support a topic. They will need to use reliable sources to research details on the topic. Remind students to paraphrase information from their source materials.</p> <p>Draft: Developing the Topic</p> <p>Discuss how writers use details to develop the topic of their essays. Writers get these details from numerous sources such as books, magazines, the media, or even the people around them. They may also develop the ideas of their essay by adding photographs, illustrations, or bar graphs, as this makes a piece of writing more interesting. Read aloud the excerpt from “Every Vote Counts!” on Reading/Writing Companion page 131. Point out how the author starts the paragraph with an attention-grabbing question based on a fact. Details that explain more about the topic of voting in America then follow. Ask students to think about their own topic and ways they can grab the attention of their audience to get them interested in reading their essay. Have them write their introductory paragraph on page 131.</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns; Capitalize Proper Nouns Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types</p>		X			

Phonics/Spelling**Week 1:** Long i: i, ie, igh, i_e, y; Long u: u, u_e, ew**Week 2:** Long e: e, ea, ee, e_e, ie, ey, y

Differentiated Spelling Lists available above in the academic vocabulary section of this document

Week 3 & 4**Primary Focus****Writing Process:** Expository Essay**Revise:** Strong Conclusion

Writers restate the topic, related ideas, and details of their essay in the conclusion. They may also end with a question that gives the reader something to think about. Ending with a strong conclusion is important, as this is the writer's final opportunity to leave the reader with a lasting impression of the information presented in the essay. Review the following points for clear organization of the essay. Ask students to raise their hands if the answer is "yes." Encourage volunteers to share examples from their drafts.

- Does your essay begin by identifying the topic you chose to write about?
- Do you support your topic with specific examples and details?
- Is your essay organized into paragraphs?
- Do the paragraphs group related ideas?
- Did you end with a strong conclusion?

For an example of a strong conclusion, read aloud page 108 in "Every Vote Counts." Ask: Why do you think the author ends with a question?

Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

Review with students the routine for peer review of writing.

- Step 1: Listen carefully as the writer reads his or her work aloud.
- Step 2: Begin by telling what you liked about the writing.
- Step 3: Ask a question about the information presented in the essay.
- Step 4: Give suggestions for a stronger conclusion.

You may wish to brainstorm rules for peer conferencing as a class. Display the rules during all peer conferences. For example, students should give their full attention to the reader, listen carefully, and offer suggestions in a positive way. Model using the sentence starters on Reading/Writing Companion page 133.

Explain that students can improve their writing by using the rubric to identify areas that might need further work. Work with the class to review the bulleted points on the rubric under "4."

- Did you include a strong introduction?
- Does your essay include many relevant details in a logical order?
- Did you include a strong conclusion that sums up your topic?

If students answer "no" to any of these points, they should revisit their work. Make sure they note what they did successfully and what needs more work.

Grammar and Mechanics**Week 3:** Special Nouns; Spelling Plural Nouns Week**Week 4:** Combining Sentences; Commas**Phonics/Spelling****Week 3:** Words with Silent Letters,**Week 4:** Three-Letter Blends,

Differentiated Spelling Lists available above in the academic vocabulary section of this document

Week 5

X

Respond to Reading**Writing Process:** Poetry

Explain that students will be writing their own free verse poem. They will use the examples of poems that they read such as “The Inventor Thinks Up Helicopters,” “Ornithopter,” and “Empanada Day” to write their own poem about a useful invention. Invite students to share other poems they have read and enjoyed. Point out that a poem is a form of writing that uses rhyme, descriptive words, lines, and stanzas to express a feeling or idea. Explain that it is important to choose descriptive words and phrases that create a vivid picture.

X

Expert Model: Free Verse Poem**Plan:** Ideas

Tell students that to write their poem, they will need to include interesting words and vivid details to describe an idea. The words they choose will help to paint a mental picture by telling how something looks, feels, tastes, sounds, or smells. Poets may even describe emotions in their poetry, such as excitement or disappointment. Remind them that by including sensory words and specific details, they are making their poem more fun to read and easier to understand.

Share these tips:

- Make a list of ideas before you begin to write.
- Include details that paint a clear mental picture.
- Use language that is easy to understand.
- Choose words that appeal to the five senses.
- Use words and phrases that are fun to read.

Draft: Rhythm and Rhyme

Discuss how writers organize poems into lines and stanzas. Explain to students that poems also use rhyming words and alliteration to create rhythmic patterns that make a poem fun to read. Have students explain rhyming words, rhythm, and alliteration and give examples. Have students reread the lines from “Empanada Day” on page 164 of the Reading/Writing Companion. Ask for volunteers to identify the rhyming words, rhythm, and alliteration in the poem. Tell students that they might use lines of the poem as a model for writing lines of their own poem about an invention or something they figured out. They should include details and imagery, rhyming words, rhythm, and alliteration that make their poem funny. Encourage students to write their first two lines on page 187 of their Reading/Writing Companion.

Grammar and Mechanics

Week 5: Possessive Nouns; Apostrophes in Possessive Nouns

Phonics/Spelling:

Week 5: Digraph

Differentiated Spelling Lists available above in the academic vocabulary section of this document

Week 6

Writing Process: Poetry

X

Revise: Figurative Language

Explain that poets will often use figurative language in a poem. By using words or phrases in ways that are different from their normal, everyday meaning, the writer is able to help the reader clearly visualize the different ideas in a

poem. These phrases impact their audience by making the poem more interesting and fun to read. Figurative language includes imagery and similes, metaphors, alliteration, onomatopoeia, and personification.

Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

Once their drafts are final, students can prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. Presentation For the final presentation of their poem, have students choose a format for publishing: print or digital. Either format should incorporate figurative language, vivid descriptions, rhyme, and rhythm. Allow time for students to design and practice their presentations aloud. Have students consult the Presenting Checklist before they face the class. Evaluate Explain that rubrics show what the teacher expects from the assignment and how it will be evaluated and graded. Direct students to the rubric in the Reading/Writing Companion page 191. Explain that students can improve their writing by using the rubric to identify areas that might need further work. Work with the class to review the bulleted points on the rubric under “4.”

- Did you include figurative language and vivid descriptions?
- Did you use rhyme and rhythm in a way that makes your poem fun to read?
- Is your poem free of spelling and grammar mistakes?

Secondary Focus: Research and Inquiry - Reading/Writing Companion page 117

Task: Create a Thank You Note

Topic: Students should choose one person who works in their town or a person they learned about in this unit of study to write a thank you note for their contribution to the community.

Write a thank-you note. The thank you note should be written in the friendly letter format and include the person's name (greeting), your name (closing), and the reason(s) why you are thankful for them (body).

Remember to

- write reasons why you are thankful
- write in a friendly, informal tone using everyday vocabulary
- include your name

Add an illustration to your note. Share your note with a partner.

The thank you note should be no less than one paragraph using complete sentences, correct spelling, and punctuation.

Routine Writing: *This is daily writing or writing that is done several times over a week.*

- Journal Writing
- Do Now Prompts
- Quick Writes
- Daily Language Activity (Online Review)
- Self Selected Writing **T15, T113, T211**
- Current Events [CNN 10 Daily News Reflections](#)