

**East Orange School District ELA/Humanities  
Unit 3 Title: How Can You Show Your Community Spirit?  
2nd Marking Period**

<p><b>Genre Study</b></p>	<p><b>Week 1 &amp; 2: Realistic Fiction</b>  <b>Literature Anthology:</b>  Anchor Text: Aguinaldo <b>Paired Selection:</b> “Partaking in Public Service”</p> <p><b>Week 3 &amp; 4: Biography</b>  <b>Literature Anthology:</b>  Anchor Text: Delivering Justice: W.W. Law and the Fight for Civil Rights <b>Paired Selection:</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement”</p> <p><b>Week 5: Argumentative Text</b>  <b>Literature Anthology:</b>  Anchor Text “A New Kind of Corn” <b>Paired Selection:</b> “The Pick of the Patch”</p>
<p><b>Big Idea</b>  Student answers to <i>Essential Questions</i> that lead them to the <i>Big Ideas</i>.</p>	<p>How Can You Show Your Community Spirit?</p>
<p><b>Enduring Understanding(s)</b>Key Concept(s) that lead to the Big Ideas</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● Effective readers use appropriate strategies to construct meaning.</li> <li>● Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information</li> <li>● Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>● Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.</li> <li>● An expanded vocabulary enhances one’s ability to express ideas and information.</li> <li>● The ability to read and comprehend texts is expanded through collaborative discussions and written responses</li> <li>● Life lessons can be learned from studying other people’s experiences</li> <li>● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</li> </ul>
<p><b>Essential Question(s)</b>  Questions that lead students to Big Ideas</p>	<p><b>Weeks 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>● ELA: In what ways can you help your community? T20</li> <li>● SS: Do you know your community leaders?</li> </ul> <p><b>Weeks 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>● ELA: How can one person make a difference? T118</li> <li>● SS: What are civil rights?</li> <li>● SS: What problems did the civil rights movement address?</li> <li>● SS: Who played an important role in civil rights reform?</li> <li>● SS: What did they do? What was their impact?</li> <li>● SS: Why is it important to learn about the civil rights movement? How can we apply lessons from that historical period today?</li> </ul>

	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• ELA: In what ways can advances in science be helpful or harmful? T214</li> <li>• SS: How do peoples' actions affect civic issues?</li> <li>• SS: How can individuals participate voluntarily in civic affairs at state and local levels?</li> </ul>	
<p><b>Higher Order Thinking Questions</b> Questions that encourage students to think beyond the literal</p>	<ul style="list-style-type: none"> <li>• Which events could have happened...?</li> <li>• If ... happened, what might the ending have been?</li> <li>• How was this similar to...?</li> <li>• What do you see as other possible outcomes?</li> <li>• Why did ... changes occur?</li> <li>• Can you compare your ... with that presented in...?</li> <li>• Can you explain what must have happened when...?</li> <li>• How is ... similar to</li> </ul> <p>Click here for <a href="#">:HOT Question Stems</a></p>	
<p><b>New Jersey Student Learning Standards: English Language Arts/Social Studies</b></p>		
<p><b>ELA Power Reading/Specific Standards</b></p>	<p><b>ELA Power Writing Standards/Specific Standards</b></p>	<p><b>Social Studies Standards/Specific Standards</b></p>
<p><b>Power Standards</b></p> <p><b>NJLSA.R1.</b> 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.</p> <p><b>NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>NJLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>NJLSA.R4.</b> 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.</p> <p><b>NJLSA.R5.</b> 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.</p>	<p><b>Power Standards</b></p> <p><b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>NJLSA.W3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Power Standards</b></p> <p><b>NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or</p>	<p><b>Weeks 1 &amp; 2</b></p> <p><b>Teaching Tolerance Social Justice Standards</b></p> <p>Identity</p> <ol style="list-style-type: none"> <li>1. Students will develop positive social identities based on their membership in multiple groups in society.</li> <li>2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</li> <li>4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li> </ol> <ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsPD.1:</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>• <b>6.1.5.CivicsPI.4:</b> Describe the services our government provides the people in the community, state and across the United States. •</li> <li>• <b>6.1.5.CivicsPI.5:</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government.</li> </ul>

<p><b>NJLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</p>	<p>texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>NJLSA.W3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.2c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>W.4.3 D-</b>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Weeks 3 &amp; 4</b></p> <p><b>6.3.5.CivicsPD.2:</b> Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state or national issue.</p> <p>•6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>Social Justice Standards</b></p> <p>Action</p> <p>16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p> <p><b>Week 5</b></p> <p><b>6.1.5.CivicsPD.4:</b> Explain the process of creating change at the local, state, or national level.</p> <p>• <b>6.1.5.CivicsPD.5:</b> Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights)</p> <p><b>Social Justice Standards</b></p>
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<p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text</p> <p><b>RF.4.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>RF.4.4a</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.4.4b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>L.4.1a</b> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><b>L.4.1b</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><b>L.4.1c</b> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.2a</b> Use correct capitalization.</p> <p><b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed</p> <p><b>L.4.3b</b> Choose punctuation for effect.</p> <p><b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p><b>L.4.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>)</p> <p><b>L.4.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both</p>		<p>Action</p> <p>16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>
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<p>print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.4.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
<p><b>Highlighted Career Ready Practices &amp; 21<sup>ST</sup> Century Themes/Skills:</b></p>	<p><b>Social-Emotional Learning Competencies:</b></p>	<p><b>Amistad Alignment: The integration of African American History</b></p>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Critical Thinking and Problem-Solving</b></p> <ul style="list-style-type: none"> <li>Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems</li> <li>Interpret information and draw conclusions based on the best analysis</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Demonstrate ability to work effectively and respectfully with diverse teams</li> </ul>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognizing strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal-setting</li> <li>Organizational skills</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Perspective-taking</li> <li>Empathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> <p><b>Relationship Skills</b></p>	<p><b>Weeks 1 &amp; 2</b></p> <p>UNIT THIRTEEN National and Global Debates, Conflicts, and Developments &amp; America Faces the 21st Century 1970 - Present (government roles)</p> <p><b>Weeks 3 &amp; 4</b></p> <p>UNIT TWELVE America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences &amp; The Era of Reform 1946 - 1970 (Civil Rights Movement)</p> <p><b>Week 5</b> America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences &amp; The Era of Reform 1946 - 1970 (Civil Rights Movement)</p>

<ul style="list-style-type: none"> <li>Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing situations</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>	
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**Academic Vocabulary**  
 Focuses on building students' academic vocabulary in context throughout instruction.

ELA	Social Studies
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<p style="text-align: center;"><b><u>Reading</u></b></p> <p style="text-align: center;"><b><u>Week 1 &amp; 2</u></b>          assigned          generosity          gingerly          mature          organizations          residents          scattered          selective</p> <p style="text-align: center;"><b><u>Week 3 &amp; 4</u></b>          boycott          encouragement          fulfill          injustice          mistreated          protest          qualified          registered</p> <p style="text-align: center;"><b><u>Week 5</u></b>          advancements          agriculture          characteristics          concerns          disagreed          inherit</p>	<p style="text-align: center;"><b><u>Week 1 &amp; 2</u></b>          community          City Hall          mayor          council          ward          representative          law enforcements          continent</p> <p style="text-align: center;"><b><u>Weeks 3 &amp; 4</u></b>          universal          segregation          landmark          enforce          discrimination          prejudices          Civil Rights Movement          Freedom Riders          Boycott          protest</p> <p style="text-align: center;"><b><u>Week 5</u></b>          monuments          human rights          activists          segregated          nonviolent          historic</p>
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prevalent  
resistance

**Writing Academic Words**

**Week 1**

compare/contrast, describe, identify, expression,  
pitch, tone, features

**Week 2**

paraphrase, research, source, draft, signal

**Week 3**

Poetry Terms: metaphor, simile, rhyme, meter

**Week 4**

peer, conference, edit, proofread, punctuation, transition, rubric,  
evaluate,

**Week 5**

point of view, first- person, third-person, imagery, assonance,  
mood, lyric, poem, stanza, stanza, rhyme, syllables

**Spelling Words**

**Week 1**

herb, birth, curb, person, shirt, hurl, sternly, twirl, turkey, serpent, swirl,  
turnip, worse, purse, purpose, pearl, curl, blurred, dirty, curve

**Week 2**

wrinkle, known, condemn, wriggle, kneel, resign, wrapper, knew,  
doubtful, wrench, plumber, hour, answer, combs, honesty, knead,  
thumbs, honor, knives, lambs

- Differentiated Spelling Lists, pages T62 and T64

**Week 3**

center, once, scene, spice, circus, cement, police, certain, ounce,  
glance, germs, bridge, badge, strange, orange, ginger, wedge,  
arrange, sponge, village

**Week 4**

clams, mints, props, arches, dresses, parents, caves, glasses,  
hobbies, engines, couches, arrows, enemies, babies, ranches,  
patches, mistakes, supplies, mosses, armies

<ul style="list-style-type: none"> <li>Differentiated Spelling Lists, pages T160 and T162</li> </ul> <p style="text-align: center;"><b>Week 5</b></p> <p>fishbowl, lookout ,yardstick ,desktop, campfire ,overhead, waterproof, grandparent, railroad, snowstorm, loudspeaker, bookcase, bedroom, blindfold, newborn, bedspread, yourself, overdo, clothesline, undertake</p> <ul style="list-style-type: none"> <li>Differentiated Spelling Lists, pages T252</li> </ul>			
Small Group Differentiated Instruction			
Gifted and Talented (Beyond Level)	On Level	Special Education/Intervention (Approaching Level)	Bilingual/ELL
<p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>Provide choice for final product</li> <li>Allow pursuit of independent project</li> </ul> <p><b>WEEK 1</b> <i>Leveled Reader: Standing Guard T86-87</i> <i>Lexile: 760L</i> <b>Genre Passage “The Great Big Birthday Bash,” T87</b> LEXILE 760L</p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p><b>Comprehension</b> Review Point of View T91</p> <p><b>Write About Reading:</b> Have students work with a partner to write a short paragraph describing how they would feel if they were Shane and had Ruby and her dad help.</p> <p><b>Make Connections: Write About It</b></p>	<p><b>WEEK 1</b> <i>Leveled Reader: “Brick by Brick” T80-81</i> <i>Lexile: 690L</i> <b>“A Big Heart,” T81</b> LEXILE 660L</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>Comprehension</b> Review Point of View T85</p> <p><b>Write About Reading:</b> Have students work with a partner to write a short paragraph from Seydou’s point of view. Make sure students cite evidence from the story to support their statements.</p> <p><b>Make Connections: Write About It</b> Before reading, ask students to note that the genre of this story is expository text, which means it gives facts and information about a certain topic. Have students discuss the Essential Question. After reading, ask students to make connections between people making a difference in Brick by Brick and “A Big Heart.”</p> <p><b>WEEK 2</b></p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <p><b>WEEK 1</b> <i>Leveled Reader: Playground Buddy T70-71</i> LEXILE 590L <i>“Making a Difference” T71</i> LEXILE 570L</p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p><b>Comprehension</b> Identify Point of View, T78 Review Point of View T79</p> <p><b>Write About Reading</b> Have students work with a partner to write a short paragraph describing how they would feel if they were Kim starting a new school and having Sofia help them. Have them include two details from the story</p> <p><b>Make Connections: Write About It</b></p>	<p style="text-align: center;"><b>ELL</b></p> <ul style="list-style-type: none"> <li>Listen to a summary of the selection</li> <li>Request Assistance Routine</li> <li>Newcomer Online Visuals</li> </ul> <p><b>WEEK 1</b> <i>Leveled Reader: “Brick by Brick” T100-101</i> <i>Lexile: 690L</i> <b>“A Big Heart” T101</b> <i>Lexile: 680L</i></p> <ul style="list-style-type: none"> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> </ul> <p><b>Respond to Reading</b> Have students use the graphic organizer to summarize. Then have partners discuss the questions on page 22 and answer them using the new vocabulary.</p> <p><b>Make Connections: Write About It</b> Use the sentence frames to help students Use the sentence frames to discuss the questions on page 19: Joshua helps his community by collecting food and backpacks for people who need them. Alec helps his community by helping to build a community garden. Then ask: How does Alec start helping his community? (The</p>

<p>Before reading, ask students to note that the genre of this story is expository text. Have students discuss the Essential Question. After reading, ask students to make connections between how people make a difference in their communities in both selections.</p> <p><b>WEEK 2</b>  <b>“How Vera Helped” T88-89</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p>Review Domain-Specific Words <b>T90</b>  Context Clues: Definitions and Restatements, <b>T90</b>  Synthesize, <b>T90</b></p> <p><b>Make Connections: Write About It</b>  Guide students to see the connections between “How Vera Helped” and other selections they have read. Have them work with a partner and cite text evidence to respond to this question: How do the authors show readers that there are many different ways to help communities?  <b>Compare Texts</b>  Draw a Venn diagram. Help students compare what they’ve learned about how citizens can help their communities.</p> <p><b>WEEK 3</b>  <b>Leveled Reader: Jacob Riis: Champion of the Poor T184-185</b>  Lexile: 870  “The Fight for Equality” <b>T186-187</b>  <b>Comprehension</b></p>	<p><b>“How Vera Helped” T82-83</b>  Lexile: 670L</p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p><b>Vocabulary</b>  Review Vocabulary Words <b>T84</b>  Context Clues: Definitions and Restatements <b>T84</b>  <b>Make Connections</b>  Guide students to see the connections between “How Vera Helped” and other selections they have read. Have them work with a partner to cite text evidence to answer: How do the authors show readers that there are many different ways to help communities?  <b>Compare Texts</b>  Draw a Venn diagram. Help students compare what they’ve learned about how citizens can help their communities.</p> <p><b>WEEK 3</b>  <b>Leveled Reader: Jacob Riis: Champion of the Poor T178-179</b>  Lexile: 790  “The Fight for Equality” <b>T180-181</b></p> <p><b>Comprehension</b>  Review Author’s Point of View, <b>T183</b></p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</li> <li>Explain how an author uses reasons and evidence to</li> </ul>	<p>Before reading, ask students to note that the genre of this story is expository text, which means it gives facts and information about a certain topic. Have students discuss the Essential Question. After reading, ask students to make connections between how people make a difference in their communities in Playground Buddy and “Making a Difference.”</p> <p><b>WEEK 2</b>  <b>Genre Passage “How Vera Helped,” T72-73</b>  Lexile: 670L</p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p><b>Vocabulary</b>  -High-Frequency and Vocabulary Words <b>T76</b>  -Answer Choice Questions, <b>T77</b>  -Context Clues: Definitions and Restatements, <b>T77</b></p> <p><b>Make Connections</b>  Guide students to see the connections between “How Vera Helped” and other selections they have read. Citing text evidence, have them work with a partner to respond to this question: How do the authors show readers that there are many different ways to help communities?  <b>Compare Texts</b>  Draw a Venn diagram. Help students compare what they’ve learned about how citizens can help their communities.</p> <p><b>WEEK 3</b>  <b>Leveled Reader: Jacob Riis: Champion of the Poor T168-169</b>  Lexile: 610L  “The Fight for Equality” <b>T69</b>  <b>Comprehension</b>  Author’s Point of View, <b>T176</b></p>	<p>principal assigns Alec to work at the community center.) Self-Selected Reading  Have students choose another fiction selection from the online Leveled Reader Library</p> <p><b>WEEK 2</b>  <b>Genre Passage “How Vera Helped” T102-103</b>  LEXILE 770</p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b>Make Connections</b>  Have partners discuss how they can help their communities using: One way to help at school is to shelve library books. One way to help at home is to do extra chores. One way to help in the neighborhood is to pick up litter.</p> <p><b>Vocabulary</b>  Review High-Frequency and Vocabulary Words <b>T76-T77</b></p> <p><b>Phonics/Decoding</b>  r-Controlled Words, <b>T74</b>  **Use the routine on the Visual Vocabulary Cards to <b>preteach</b> ELL Vocabulary: habitat, pressure, and survive. Use the glossary definitions on page 19 to define vocabulary in context. Have students add these words to their glossaries.</p> <p><b>WEEK 3</b>  <b>Leveled Reader: ELL: Jacob Riis: Champion of the Poor T198-199</b>  Lexile: 650  “The Fight for Equality” <b>T200-201</b></p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</li> </ul>
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<p>Review Author's Point of View, <b>T189</b></p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul> <p><b>Write About Reading:</b> Have students work with a partner to write a short paragraph explaining how Jacob made a difference. Have students write about at least one thing he did to make a difference.</p> <p><b>Make Connections</b> Before reading, ask students to note that the genre of this text is also a biography. Have students discuss the Essential Question. After reading, ask students to make connections between how Jacob Riis and Sylvia Mendez made a difference in the world.</p> <p><b>WEEK 4</b> <i>Genre Passage: "The Life of Barbara Jordan," T186–T187</i></p> <ul style="list-style-type: none"> <li>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> </ul> <p><b>Vocabulary</b> Review Domain-Specific Words, <b>T188</b></p>	<p>support particular points in a text.</p> <p><b>Write About Reading:</b> Have students work with a partner to write a short paragraph explaining how Jacob made a difference. Have students write about at least one thing he did to make a difference.</p> <p><b>Make Connections:</b> Before reading, ask students to note that the genre of this text is also a biography. Have students discuss the Essential Question. After reading, ask students to make connections between how Jacob Riis and Sylvia Mendez made a difference in Jacob Riis: Champion of the Poor and "The Fight for Equality."</p> <p><b>**Focus on Social Studies</b> Students can extend their knowledge of how they can make a difference in their communities by completing the social studies activity on page 20.</p> <p><b>WEEK 4</b> <b>Genre Message:</b> "The Life of Barbara Jordan," <b>T180–T181</b></p> <ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul> <p><b>Vocabulary</b> Review Vocabulary Words, <b>T182</b> Synonyms and Antonyms, <b>T182</b></p> <p><b>Make Connections</b> Guide students to see the connections between "The Life of Barbara Jordan" and other selections they have read. Have them work with a partner to respond to this question: How do the authors help you understand the lives of people who make a difference?</p> <p><b>Compare Genres</b> Draw a Venn diagram. Help students compare the lives of two different</p>	<p>Review Author's Point of View, <b>T177</b></p> <ul style="list-style-type: none"> <li>Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> <p><b>Write About Reading:</b> Have students work with a partner to write a short paragraph explaining how Jacob made a difference. Have students write about at least one thing he did to make a difference.</p> <p><b>Make Connections</b> Before reading, ask students to note that the genre of this text is also a biography. Have students discuss the Essential Question. After reading, ask students to make connections between how Jacob Riis and Sylvia Mendez made a difference in Jacob Riis: Champion of the Poor and "The Fight for Equality."</p> <p><b>**Focus on Social Studies</b> Students can extend their knowledge of how they can make a difference in their communities by completing the social studies activity on page 20.</p> <p><b>WEEK 4</b> <i>"The Life of Barbara Jordan," T170–T171</i></p> <ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul> <p><b>Make Connections:</b> Guide students to see the connections between "The Life of Barbara Jordan" and other selections they have read. Have them work with a partner to cite text evidence and respond to this question: How do the authors help you understand the lives of people who make a difference?</p> <p><b>Compare Genres</b></p>	<ul style="list-style-type: none"> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Make Connections:</b> Discuss the question on page 21. Have students use text evidence to support their answers. Have students write using: Sylvia Mendez/Jacob Riis made a difference by _____. They are alike/different because _____. Self-Selected Reading Have students choose another nonfiction selection from the online Leveled Reader Library.</p> <p><b>**Focus On Social Studies</b> Have students use the activity on page 20 to plan ways to make a difference.</p> <p><b>WEEK 4</b> <i>"The Life of Barbara Jordan," T200-201</i></p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> <p><b>Collaborate</b> Ask Relevant Questions Have partners practice asking questions about the text, using page 5 in the online Oral Language Sentence Frames as a guide. Have partners reread to find answers in the text and write their questions and answers. Check their work to provide feedback.</p> <p><b>Phonics/Decoding</b> Decode words with soft c, <b>T172</b></p> <p><b>Vocabulary</b> Vocabulary Review High-Frequency Words, <b>T174-T175</b></p>
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<p>Synonyms and Antonyms, <b>T188</b> Plan of Action, <b>T188</b></p> <p><b>Make Connections:</b> Guide students to see the connections between “The Life of Barbara Jordan” and other selections they have read. Have them work with a partner to cite text evidence and respond to this question: How do the authors help you understand the lives of people who make a difference?</p> <p><b>Compare Genres</b> Draw a Venn diagram. Help students compare the lives of two different people they have read about to show what characteristics they have in common.</p> <p><b>WEEK 5</b> <b>Leveled Reader:</b> The Battle Against Pests <b>T274-275</b> Lexile: 910L “<i>Making an Organic Garden,</i>” <b>T275</b></p> <ul style="list-style-type: none"> <li>• Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul> <p><b>Vocabulary</b> Review Domain-Specific Words, <b>T278</b> Greek Roots, T278 Write a Newspaper Column, T278</p> <p><b>Comprehension</b> Review Author’s Point of View, <b>T279</b> Self-Selected Reading, <b>T279</b> Independent Study, <b>T279</b></p> <p><b>Write About Reading</b></p>	<p>people they have read about to show what characteristics they have in common.</p> <p><b>WEEK 5</b> <b>Leveled Reader: The Battle Against Pests T268-269</b> Lexile: 880L “<i>Making an Organic Garden,</i>” <b>T269</b></p> <ul style="list-style-type: none"> <li>• Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul> <p><b>Review Text Structure: Point of View, T273</b> <b>Write About Reading</b> Have students work with a partner to write how Silent Spring influenced people’s ideas about pesticides. Ask them to check that they have included details from the text.</p> <p><b>Make Connections</b> Before reading, ask students to note that this text is a procedural text, which means that it describes a step-by-step process so that a reader can perform it. Then discuss the Essential Question. After reading, ask students to make connections between the paired text and the main text by comparing commercial and organic farming.</p> <p><b>Vocabulary</b> Review Vocabulary Words, <b>T272</b> Greek Roots <b>T272</b></p> <p><b>Comprehension</b> Review Point of View <b>T273</b></p> <p><b>WEEK 6</b> <b>Genre Passage :</b> “<i>Food for Thought</i>” <b>T270-271</b></p>	<p>Draw a Venn diagram. Help students compare the lives of two different people they have read about to show what characteristics they have in common.</p> <p><b>Vocabulary</b> High-Frequency and Vocabulary Words, <b>T174</b> Answer Yes/No Questions, <b>T175</b> Synonyms and Antonyms, <b>T175</b></p> <p><b>WEEK 5</b> <b>Leveled Reader:</b> : The Battle Against Pests <b>T258-259</b> Lexile 750L <b>Review Text Structure: Main Idea &amp; Details</b></p> <ul style="list-style-type: none"> <li>• Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul> <p><b>Write About Reading</b> Have students work with a partner to write how Silent Spring influenced people’s ideas about pesticides. Ask them to check that they have included details from the text.</p> <p><b>Make Connections:</b> Before reading, ask students to note that this selection is a procedural text. Then discuss the Essential Question. After reading, ask students to make connections between the paired text and the main text by comparing commercial and organic farming.</p> <p><b>Vocabulary</b> High-Frequency and Vocabulary Words <b>T264</b> Answer Yes/No Questions, <b>T265</b> Greek Roots, <b>T265</b></p> <p><b>Comprehension</b> Identify Position, <b>T266</b> Review Author’s Point of View <b>T267</b> Self-Selected Reading, <b>T267</b></p>	<p><b>WEEK 5</b> <b>Leveled Reader:</b> The Battle Against Pests <b>T288-289</b> “<i>Making an Organic Garden,</i>” <b>T289</b> Lexile: 770L</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</li> </ul> <p><b>Review Text Structure: Point of View</b></p> <p><b>Make Connections: Write About It</b> Before students write, use sentence frames: When I grow an organic garden, I don’t use harmful pesticides. I plant organic seeds and seedlings. I use natural sprays that repel insect pests. I pull out weeds often, whenever I see them. Self-Selected Reading Have students choose another persuasive nonfiction selection from the online Leveled Reader Library.</p> <p><b>Comprehension</b> Review Author’s Point of View, <b>T273</b></p> <p><b>Vocabulary</b> Review High-Frequency and Vocabulary Words, <b>T264-265</b></p> <p><b>Phonics/Decoding</b> Compound Words, <b>T262</b></p> <p><b>Make Connections: Write About It</b> Have partners talk about the selections “Food Fight,” “The Battle Against Pests,” “Food for Thought,” and “Making an Organic Garden.” Which selection best helped you learn about how science is harmful or helpful? The selection ___ made me think about ___. I think science can be ___ because ___</p> <p><b>WEEK 6</b> <b>Genre Passage :</b> “<i>Food for Thought,</i>” <b>T290-291</b></p>
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<p>Have students work with a partner to write how Silent Spring influenced people's ideas about pesticides. Ask them to check that they have included details from the text.</p> <p><b>Make Connections:</b> Before reading, ask students to note that this text is a procedural text, which means that it describes a step-by-step process so that a reader can perform it. Then discuss the Essential Question. After reading, ask students to make connections between the paired text and the main text by comparing commercial and organic farming.</p> <p><b>WEEK 6</b> <b>Genre Passage :</b> <i>"Food for Thought," T276-277</i> <b>Make Connections:</b> Guide students to see the connections between "Food for Thought" and another text they have read. How are advances in science helping students around the world? Encourage students to include evidence from the selections in their response. Compare Genres Draw a Two-Column Chart. Help students identify the benefits and problems from the article. Encourage them to refer to the text as needed.</p> <p>Level Up to Self-Selected Trade Book <b>T329</b> Literature Circles, <b>T329</b></p>	<ul style="list-style-type: none"> <li>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</li> </ul> <p><b>Make Connections:</b> Guide students to see the connections between "Food for Thought" and another text they have read. How are advances in science helping students around the world? Encourage students to include evidence from the selections in their response.</p> <p><b>Compare Genres</b> Draw a Two-Column Chart. Help students identify the benefits and problems from the article. Encourage them to refer to the text as needed.</p> <p><b>Level Up to Beyond Level:</b> Extreme Animals, <b>T327</b> "Students Save Wetlands," <b>T327</b> Literature Circles, <b>T327</b></p>	<p><b>WEEK 6</b> <b>Genre Passage:</b> "Food for Thought," T260–T261 <b>Make Connections: Write About It</b> Guide students to see the connections between "Food for Thought" and another text they have read. Tell them to work with a partner to cite text evidence and respond to this question: How are advances in science helping students around the world? Compare Genres Draw a Two-Column Chart. Help students identify the benefits and problems from the article. Identify a fact from the article and help students determine whether the fact is a benefit or a problem.</p> <p><b>Level Up to On Level:</b> Extreme Animals <b>T326</b> LEXILE 620L Jacob Riis: Champion of the Poor, <b>T326</b> "The Fight for Equality," <b>T326</b> Literature Circles, <b>T326</b></p>	<p><b>Make Connections</b> Mixed Levels: Combine students with different English proficiency levels to discuss how "Food Fight" relates to the Essential Question, In what ways can advances in science be helpful or harmful? Beginning students will base their answers on the Scaffolded Shared Read. Intermediate and Advanced/Advanced High students will base theirs on the Reading/Writing Companion.</p> <p><b>Express Opinions</b> Express Opinions Have partners express opinions about GM foods using the sentence frames on page 6 in the online Oral Language Sentence Frames. Have them use relevant information to support their opinions. Then have them write sentences about their opinion and share it with the group. Check their work to provide corrective feedback. Provide samples as needed: I think we need more information. I agree that GM foods can be good because they have extra nutrients. However, we don't know how they effect our health.</p> <p>Level Up to On Level Jacob Riis: Champion of the Poor, <b>T328</b> " The Fight for Equality," <b>T328</b> Literature Circles, <b>T328</b></p>
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21 <sup>st</sup> Century Literacies				
The 21 <sup>st</sup> 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
X Creativity and Innovation X Critical Thinking and Problem-Solving <input type="checkbox"/> Communication X Collaboration		X Information Literacy <input type="checkbox"/> Media Literacy X Information, Communication, and Technology		<input type="checkbox"/> Flexibility/Adaptability X Initiative/Self-Direction X Social/Cross-Cultural Skills X Productivity/Accountability <input type="checkbox"/> Leadership/Responsibility
Instructional Plans				
SLO – WALT We are learning to/tha...	Student Learning Strategies	Formative Assessment	Instructional Strategies/Activities and Resources (Anchor Text/Supplemental Text)	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)
ELA/Social Studies				
Weeks One & Two				
Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.  Students will be able to identify various communities they belong to.	<b>Paragraph Summary</b> Instead of writing a sentence, students expand. You can ask them to describe at least 3 reasons or support or details <u><a href="#">Summarizing Strategies</a></u> <b>Academic Discussions:</b> After reading the Newsela article, have a discussion about which communities you feel you belong to. What is your role in this community? What customs or rituals make you feel like you belong?	Are students able to identify two examples that show “Remembering Hurricane Katrina” is realistic fiction?  Are the students able to identify three communities they belong to? <u><a href="#">Check for Understanding</a></u>	“Remembering Hurricane Katrina” Supplemental T27 “Partaking in Public Service” Paired, T45D (Summarize) T46-T47(Fact/Opinion)  <u><a href="#">Hurricane Katrina Day by Day   National Geographic YouTube Video</a></u>  <u><a href="#">Children of the Storm, Hurricane Katrina YouTube Video</a></u>  <u><a href="#">What are different types of community? Newsela Instructional Strategies</a></u>	<b>Special Education Accommodations and Modifications:</b> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>Newcomer Teacher’s Guide</li> </ul>

				Newcomer Cards <b>ELL T47 (Fact/Opinion)</b>
Identify and understand the use of first- or third-person point of view.	<p>Anchor Chart <a href="#">Point of View</a></p> <p>Have students work in groups to identify the point of view and provide evidence to support their responses.</p> <p><a href="#">Strategies for teaching Point of View</a></p>	As students complete the graphic organizer, do they find clues that show the point of view? Can they identify the narrator? <a href="#">Check for Understanding</a>	“Remembering Hurricane Katrina” Supplemental T25 Point of View, T34–T35 “Aguinaldo” Anchor T43, T43G 43J, <a href="#">Instructional Strategies</a>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>Newcomer Teacher’s Guide</li> </ul> <p>Newcomer Cards <b>ELL T25</b></p>
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)	<p><a href="#">Realistic Fiction</a></p> <p>Have students use the traits listed on the anchor chart as a checklist to verify the genre.</p>	Are students able to identify two examples that show “Remembering Hurricane Katrina” is realistic fiction? <a href="#">Check for Understanding</a>	“Remembering Hurricane Katrina” Supplemental, T30, T31  “Aguinaldo” Anchor, T44-45	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> </ul>

				<ul style="list-style-type: none"> <li>_____.</li> </ul> <p>Newcomer Teacher's Guide Newcomer Cards <b>ELL T33 T45</b></p>
<p>Explain how individuals can identify in civic affairs at state and local levels.</p> <p>Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</p>	<p><b>Jigsaw Activity</b> Create groups of 3-4. Each child will be assigned to research the information for 'Identifying East Orange Government" activity.</p>	<p>Are the students able to provide a job description of the certain careers in city government?</p>	<p><a href="#">Identifying East Orange Government</a></p> <p><b>Activity- Research</b></p> <p><a href="#">New library aims to bring hope to Haiti's Cite Soleil</a> <b>YouTube Video</b></p> <p><a href="#">A new library being built in Haiti has help from even the poorest people</a> <b>Newsela</b></p> <p><a href="#">South Carolina teen raises \$70,000 for community by organizing basketball games</a> <b>Newsela</b></p> <p><a href="#">Adom Appiah - Ball4Good</a> <b>YouTube Video</b></p> <p><a href="#">2019 State Honorees: Adom Appiah of Spartanburg, South Carolina</a> <b>YouTube Video</b></p> <p><a href="#">Instructional Strategies</a></p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about</i></li> </ul> <p>_____.</p> <ul style="list-style-type: none"> <li>Newcomer Teacher's Guide Newcomer Cards</li> </ul>
<p>Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>	<p><b>Context Clues</b> Use one of these anchor charts and have the students discuss the meaning of unfamiliar words. The students must cite the method they used.</p>	<p><b>Rubric</b> Use your online rubric to record student progress. Can students identify and use context clues to determine the meanings of <i>shuffled</i> and <i>delayed</i> <a href="#">Check for Understanding</a></p>	<p>"Remembering Hurricane Katrina" Words in Context, Context Clues, T28–T29 <a href="#">Instructional Strategies</a></p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> </ul>

				<ul style="list-style-type: none"> <li>• provide visual supports</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards <b>ELL T29</b></li> </ul>
Create visual and contextual support to enhance and confirm understanding through questions.	<p><b>“Sketch to Stretch”</b></p> <p>Teachers stop throughout a story and ask a question. (Ex. ‘How do you visualize this character’s traits based on their actions?’) Students draw their responses and explain the connections with the class.</p>	Do students visualize passages of fiction they don’t understand? Can they create a mental image of descriptions in the text?	<p>“Remembering Hurricane Katrina” Supplemental T25 Visualize, T30–T31</p> <p>“Aguinaldo” Anchor T43, T43H, 43K <a href="#">Instructional Strategies</a></p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards <b>ELL T31</b></li> </ul>
Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	<p><b>Learning Centers</b></p> <p>created from the ideas in the TE60-61 TE64-65</p>	Can students decode multisyllabic words with silent letters? Can students read fluently? <a href="#">Check for Understanding</a>	r-Controlled Vowels, T62 Action Verbs, T58-T59, T60-T61 Silent Letters, T64-T65 <a href="#">Instructional Strategies</a>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul>

				<p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>
Complete simple and compound sentences with subject-verb agreement.	<p><b>Learning Centers</b> created from the ideas in the TE58-59</p>	<a href="#">Check for Understanding</a>	Action Verbs, T58-T59,T60-T61	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>
<b>Weeks Three &amp; Four</b>				
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  (Author's point of view)	<p>Anchor Chart <a href="#">Point of View</a></p> <p>Have students work in groups to identify the point of view and provide evidence to support their responses <a href="#">Strategies for teaching Point of View</a></p>	<p>Rubric Use your online rubric to record student progress Are students able to identify the author's point of view? Can they find text evidence that supports their ideas? <a href="#">Check for Understanding</a></p>	<p>T121-122 "Judy's Appalachia." Supplemental T123-124 T132 Delivering Justice" Anchor T141C ,T141F,T141H,T141I, T141K,T141O 'Keeping Freedom in The Family' Paired T143B <a href="#">Instructional Strategies</a></p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul>

				<p>ELL</p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards ELL T133, T137</li> </ul>
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p>"Speed Writing"</p> <p>Each group will have 4 sheets of paper. The teacher will say a word out loud. The group must write as many synonyms and antonyms as possible. The group with the most will earn a point.</p>	Rubric Use your online rubric to record student progress. Can students identify and use synonyms and antonyms?	<p>"Judy's Appalachia."</p> <p>Supplemental T124, T126</p> <p>"Delivering Justice" T141H</p> <p><a href="#">Instructional Strategies</a></p>	<p>ELL, T127</p>
Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.	<p><b>Note Taking</b></p> <p>Academic discussion- "What was the Civil Rights Movement?" "What impact did the Civil Right Movement make for our current world?" Did the movement solve all racial problems?</p>	<p>Are students able to define The Civil Rights Movement and those individuals and events who played a key role?</p> <p><a href="#">Check for Understanding</a></p>	<p>"Delivering Justice" T141J</p> <p>Activity- The Civil Rights Movement (Group or individual )</p> <p>1. Watch/Read the following resources: <a href="https://www.brainpop.com/health/empathyandrespect/civilrights/">https://www.brainpop.com/health/empathyandrespect/civilrights/</a></p> <p><a href="#">Little Rock Nine</a></p> <p><a href="#">Civil Rights Movement</a></p> <p>2. Take notes on all resources 3. Create a timeline that represents the events that took place during the Civil Rights Movement. (Eg. posters, Google slides, etc.) 4. Present to Class</p> <p><a href="#">Instructional Strategies</a></p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>

Edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired. (main and helping verbs)	Learning Centers Create centers based on activities in T158-159		T152-T153, T156-T157, T158-T159 <a href="#">Instructional Strategies</a>	ELL153
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<a href="#">Reread</a>	Do students reread sections they do not understand? Can they answer questions you ask them about the people and events in the biography? Can students use a timeline to determine when events occurred in relationship to other events? Can they explain why timelines can be useful in a biography? <a href="#">Check for Understanding</a>	“Judy’s Appalachia.” Supplemental T130  “Keeping Freedom in the Family” Paired T143D <a href="#">Instructional Strategies</a>	Special Education Accommodations and Modifications: <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> ELL <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>Newcomer Teacher’s Guide</li> </ul> Newcomer Cards ELL T131
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Soft c-g)	Learning Centers Create centers based on activities in T160-161	Can students decode multisyllabic words with soft c and g? Can they read words and phrases accurately?	T138-139 T160-T161 <a href="#">Instructional Strategies</a>	Special Education Accommodations and Modifications: <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> ELL <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> </ul>

				<ul style="list-style-type: none"> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>
Monitor comprehension and make adjustments such as re-rereading, using background knowledge, asking questions, and annotating when understanding breaks down.	<a href="#">Reread</a>	Do students reread sections they do not understand? Can they answer questions you ask them about the people and events in the biography? <a href="#">Check for Understanding</a>	<p>"Judy's Appalachia" Supplemental T128</p> <p>'Delivering Justice' Anchor T141P</p> <p><a href="#">Instructional Strategies</a></p>	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards ELL T129</li> </ul>
Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.(plurals)	Learning Centers Create centers based on activities in T163-164	Can students decode and determine the meaning of multisyllabic plural words? Can students read fluently?  <a href="#">Check for Understanding</a>	T146-T147 T163-T164	<p>Special Education Accommodations and Modifications:</p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> </ul>



<p>Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</p> <p>Students will read all the Newsela articles and choose one influential person to create a monument. The opinion must be supported by evidence from the text.</p>	<p><b>Jigsaw</b> Have students select 2-3 of the newsela articles to read. They will select which person they would like to write about. When children present, the others must take bullet notes or visual notes about all the activists.</p>	<p>Will the student be able form an opinion based on various reading material? Can he/she support that opinion with information from various sources?</p> <p><a href="#">Check for Understanding</a></p>	<p>Performance Task; <a href="#">Civil Rights Memorial</a></p> <p><a href="#">Black History Month Videos: Who is Medgar Evers? (Biography for Students)</a> YouTube Video</p> <p><a href="#">March 25, 1965 - The Murder of Viola Liuzzo</a> YouTube Video</p> <p><a href="#">Civil Rights Movement: Freedom Rides</a> YouTube Video</p> <p><a href="#">Black History Month Cartoons for Students   John Lewis: Civil Rights Leader   Fun Facts for Students</a> YouTube Video</p> <p><a href="#">John Lewis &amp; Nonviolent Action</a> YouTube Video</p> <p><a href="#">The many women who fought for civil rights were heroes, too</a> Newsela</p> <p><a href="#">How civil rights leaders fought to end segregation in the military</a> Newsela</p> <p><a href="#">The Girl Before Rosa Parks   Claudette Colvin</a> YouTube Video</p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>provide audio recording of texts</li> <li>allow for differentiated responses and/or work products</li> <li>provide extra time for completion</li> <li>provide oral and written directions</li> <li>provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>Choral read</li> <li>Pantomime or gesture word meaning</li> <li>Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>Newcomer Teacher's Guide Newcomer Cards</li> </ul>

			<p><a href="#">Civil Rights Activists: Claudette Colvin</a> Newsela</p> <p><a href="#">Marcus Garvey: Strongest Voice for Black Nationalism in History   Biography</a> YouTube Video</p> <p><a href="#">Civil Rights Leaders: Marcus Garvey</a> Newsela</p> <p><a href="#">Rosa Parks exhibition presents civil rights hero in her own words</a> Newsela</p> <p><a href="#">Stokely Carmichael - Quotes, Book &amp; Death - Biography</a> Biography</p> <p><a href="#">Civil Rights Leaders: Stokely Carmichael</a> Newsela</p>	
<p>Determine the meaning of words with affixes such as <i>mis-</i>, <i>sub-</i>, <i>ment-</i>, and <i>-ity/ty</i> and roots such as <i>auto</i>, <i>graph</i>, and <i>meter</i>.</p>	<p><a href="#">Prefixes</a></p>	<p>Rubric- Use your online rubric to record student progress. Can students use Greek roots and context clues to figure out the meanings of gene, agriculture and technique? <a href="#">Check for Understanding</a></p>	<p>“Food Fight” Supplemental T219,T220,T221,T222 T254-T255 <a href="#">Instructional Strategies</a></p>	<p><b>Special Education Accommodations and Modifications:</b></p> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• <b>ELL T223, T254</b></li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> </ul>

				<ul style="list-style-type: none"> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>
Demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules, including regular and irregular verbs	Learning Centers Create centers based on 'Talk About It' activities in T250-251	Are students able to correctly identify irregular and regular verbs?  <a href="#">Check for Understanding</a>	T250-251 <a href="#">Instructional Strategies</a>	<b>Special Education Accommodations and Modifications:</b> <ul style="list-style-type: none"> <li>• provide audio recording of texts</li> <li>• allow for differentiated responses and/or work products</li> <li>• <b>ELL T223, T254</b></li> <li>• provide extra time for completion</li> <li>• provide oral and written directions</li> <li>• provide visual supports</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>• Choral read</li> <li>• Pantomime or gesture word meaning</li> <li>• Provide sentence stems such as: <i>What is the text about? The text is about _____.</i></li> <li>• Newcomer Teacher's Guide Newcomer Cards</li> </ul>
Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	<a href="#">Reread</a>	Are students able to reread the section "Safety Issues" and understand why some people think GM foods are not a good idea?  <a href="#">Check for Understanding</a>	"Food Fight" Supplemental T219,T220,T221,T224	ELL-"Food Fight" Supplemental T219,T225
Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	Have students create an Anchor Chart based on the features of the genre. The students can refer to the chart and provide	Can students list two features of an argumentative text? Can they explain what they	Food Fight" Supplemental T219,T220,T221	<b>ELLT227, T229-230</b>

	evidence/example from the text .	learned from each feature? <a href="#">Check for Understanding</a>		
Spell Grade appropriate words correctly(Compound words)	Learning Centers Create centers based on activities in T253	Can students decode multisyllabic compound words? Can students read fluently and accurately at a steady rate?	T234,T252,T253 <a href="#">Instructional Strategies</a>	ELL235
<b>Week 6 Review, Extend, Assess</b>				
<b>Reading Digitally</b>	<b>Fluency</b>	<b>Show What You Learned</b>	<b>Extend Your Learning</b>	<b>Writing</b>
<p>**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>**Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Genre: Online Article</b> “Kids Lead the Way” <b>T298–T299</b> “A Political Pioneer: Ann Richards,” <b>T302–T303</b></p> <p><b>ACADEMIC LANGUAGE</b> preview, identify, paraphrase • Cognate: identificar</p>	<p>**Read on-level text with purpose and understanding.</p> <p>**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>Genre: Play</b> <b>Reader’s Theater</b> Nat Love, Western Hero, Genre: Play</p> <p>**Read the Play and Model Fluency, <b>T300</b></p> <p>**Assign Roles and Practice the Play, <b>T300–T301</b></p> <p>**Practice the Play, Extend, <b>T300–T301</b></p>	<p>**Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>**Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>**Compare and contrast the point of view from</p>	<p>**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>**Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>**Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>**Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>**Provide a concluding statement or section related to the opinion presented.</p> <p>**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p><b>Writing Process</b> Opinion Essay <b>Revise</b> an Opinion Essay <b>Peer Conferences</b> <b>Edit and Proofread</b> <b>Publish, Present, and Evaluate</b></p> <p><b>ACADEMIC LANGUAGE</b> additions, conference, edit, punctuation, publish, rubric, visual Cognate: conferencia, editar, puntuación</p> <p><b>Digital Tools</b> Students can view Peer Conferencing (Collaborative Conversation Video).</p>

	<p><b>**Performance, Reread the Play, T301</b></p>	<p>which different stories are narrated, including the difference between first- and third-person narrations.  <b>**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>Passage 1 Genre:</b> "A Political Pioneer"  <b>Reading/Writing Companion p. 86-88</b></p> <p><b>Passage 2 Genre:</b> "Dog Park Rules"          Reading/Writing Companion p. 89  <b>Reading/Writing Companion, p. 89-91</b></p>	<p><b>ACADEMIC LANGUAGE</b>          characteristics          Cognate: características</p>	
				<p style="text-align: center;">•</p>

**Formative Assessment (Progress Monitoring):**

- English Language Arts**
- Progress Monitoring: Genre Study Weeks 1 and 2 Assessment
  - Unit 3 Skills Practice Activities (Point of View Author's Point of View Text Structure: Procedural Texts Text Features: Maps, Headings, Timelines)
  - Unit 3 Assessment
  - Weekly Wonders Interactive games and activities
  - Placement and Diagnostic Assessments
  - Running Records
- Social Studies**
- Newsela Power Words, Write, and Quiz Activities
  - 3-2-1 graphic organizer
  - Venn Diagram graphic organizer
  - Summarizing questions and answers
  - Headline summary
  - Performance Task
- Make Connections**  
**Connect to a Big Idea: COLLABORATE**

**Text to Text**

Text to Text Write this Big Idea question on the board: Why are individual qualities important? Divide the class into small groups. Tell students that each group will compare the information that they have learned during the course of the unit in order to answer the Big Idea question. Model how to compare this information by using examples from the Leveled Readers and what they have read in this unit's selections.

**Collaborative Conversations**

Have students review their class notes and completed graphic organizers before discussions begin. Encourage students to compare information from all the unit's selections and the Inquiry Space presentations. Have each group pick one student to take notes. Explain that each group will use an Accordion Foldable® to record their ideas. You may wish to model how to use an Accordion Foldable® to record comparisons of texts.

**Present Ideas and Synthesize**

Information When students finish their discussions, ask for a volunteer from each group to read his or her notes aloud. After each group has presented its ideas, ask: What are the five most important things we have learned about individuals and how they can help their community? Lead a class discussion and list students' ideas on the board. If there are more than five things, have students vote to narrow down the list to the top five most important things. Encourage students to express their opinions about why the chosen ideas are the most important.

**Reflect**

**At the end of the discussions, have groups reflect on their collaboration and acknowledge the contributions of one another.**

**Benchmark/Summative Assessment/Projects****ELA****Unit 3 Tested Skills****COMPREHENSION**

Point of View

Author's Point of View

Text Structure: Procedural Texts

Text Features: Maps, Headings, Timelines

**VOCABULARY**

Context Clues

Synonyms and Antonyms

Greek Roots

**GRAMMAR**

Verb Tenses

Main and Helping Verbs

Linking Verbs

Irregular Verbs

**WRITING**

Opinion Performance Task

**ADDITIONAL ASSESSMENT OPTIONS****Fluency**

Conduct assessments individually using the differentiated passages in Fluency Assessment. Students' expected fluency goal for this Unit is 110–130 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 38 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.

#### **Performance Task- Social Studies**

Use this document for the activity:

#### **[Unit 3 Gr 4 Performance Task](#)**

The Civil Rights Movement showcased many influential and strong leaders. What makes a strong leader? What traits or actions have they demonstrated?

Prompt: Your town is having a writing contest . You will be asked to select a Leader who played an important role in the Civil Rights Movement. Explain who this person was and what traits he/she have. Provide evidence from the articles that support the leader's traits. If your essay wins, that Civil Rights Leader will have a monument designed for him/her.

1. Read the Newsela articles.
2. Select one person.
3. Write an essay stating who the person is, what traits they had based on their actions and how they influenced our world.
4. Design a monument with your essay. It can be a drawing you create, an image from your computer or a painting.

[Rubric](#)

[Note taking Tips \(Research For Teachers\)](#)

[Cornell Notes](#)

### Week 6 Presentation Options

#### **Research and Inquiry/Inquiry Space**

- Project Presentations
- Inquiry Space Presentations
- Presentation Rubric

#### **Writing**

- Student Choice
- Portfolio Choice

#### **Reader's Theater**

- Perform The Nightingale

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. See page T300.
- Small groups can share their completed Research and Inquiry projects, which they started in Genre Study 3. See page T321.
- Students can give multimodal presentations of the work that they developed using Inquiry Space. See page T322.
- Hold a Publishing Celebration and encourage students to self-select a piece of writing to present. See page T324.
- Use the Speaking and Listening mini-lesson below to help students prepare. Choose from among these options:

**Students should also consider any visuals or digital elements that they want to use during their presentation. Discuss a few possible options:**

- Do they have photos they want to share? Can they illustrate an important part of the text?
- Are there flyers, souvenirs, or other items that they would want to share with the class?
- Is there a video that they can show?

\*\*Speaking Checklist T324

\*\*Listening Checklist T325

### Reader's Theater Research and Inquiry Inquiry Space Writing

## Interdisciplinary Connections

### Science

#### Weeks 1 & 2

Explore how structures and functions enable organisms to survive in their environment • T69

Explore, illustrate, and compare life cycles in living organisms T42

#### Weeks 3 & 4

- Describe the flow of energy through food webs and predict how changes in the ecosystem affect the food web

### Social Studies

#### Week 1 & 2 [Identifying East Orange Government](#)

**Weeks 3 & 4** Activity- The Civil Rights Movement (Group or individual )

1. Watch/Read the following resources:

<https://www.brainpop.com/health/empathyandrespect/civilrights/>

[Little Rock Nine](#)

[Civil Rights Movement](#)

2. Take notes on all resources

3. Create a timeline that represents the events that took place during the Civil Rights Movement. (Eg. posters, Google slides, etc.)

4. Present to Class

#### Week 5 Performance Task- Social Studies

Use this document for the activity:

#### [Unit 3 Gr 4 Performance Task](#)

The Civil Rights Movement showcased many influential and strong leaders. What makes a strong leader? What traits or actions have they demonstrated?

**Prompt:** Your town is having a writing contest . You will be asked to select a Leader who played an important role in the Civil Rights Movement. Explain who this person was and what traits he/she have. Provide evidence from the articles that support the leader's traits. If your essay wins, that Civil Rights Leader will have a monument designed for him/her.

Read the Newsela articles. Watch the YouTube Videos.

Select one person.

Write an essay stating who the person is, what traits they had based on their actions and how they influenced our world.

Design a monument with your essay. It can be a drawing you create, an image from your computer or a painting.

<b>Required Text Type</b> Title of Text	<b>Instructional Level</b> A = Anchor P = Paired S = Supplemental	<b>Lexile Level</b>	<b>Text Structure</b>	<b>Literature</b>	<b>Informational</b>	<b>Digital/Online</b>
<b>ELA/Social Studies</b>						
<b>Weeks 1 &amp; 2</b>						
“Remembering Hurricane Katrina” Realistic Fiction	S	800L	PS	X		X
“Aguinaldo” Realistic Fiction	A	650L	PS	X		X
“Partaking in Public Service” Expository Text	P	770L	PS		X	X
“Playground Buddy” “Brick By Brick” “Standing Guard” “Brick By Brick”	Leveled Readers	590L 690L 760L 500L	PS	X	X	X
“How Vera Helped”	Genre Passage	A-560L O-700L B-760L ELL-600L	PS		X	X
<a href="#">What are different types of community?</a> Newsela	S	480L-860L	PS		X	X
<a href="#">A new library being built in Haiti has help from even the poorest people</a> Newsela	S	590L-1030L	PS		X	X
<a href="#">South Carolina teen raises \$70,000 for community by organizing basketball games</a> Newsela	S	600L-1130L	PS		X	X
<b>Weeks 3 &amp; 4</b>						

“Judy’s Appalachia” Genre Biography	S	830L	PS		X	X
“Delivering Justice “Genre Biography	A	830L	PS		X	X
“Keeping Freedom in the Family” Autobiography •	P	940L	PS		X	X
“Jacob Riis”	Leveled Readers	610L-1070L	PS		X	X
“The Life Of Barbara Jordan”	Paired Texts	680L- 880L	Summarize/PS		X	X
<a href="#">Civil Rights Movement</a>	S Texts from “Time For Kids”	Fourth Grade Level	Summarize/PS		X	X
<b>Week 5</b>						
“Food Fight” Genre Argumentative Text	S	870L	Summarize/PS		X	X
A New Kind of Corn Genre Argumentative Text	A	910L	Summarize/PS		X	X
“The Pick of the Patch” Genre Procedural	P	920L	Summarize/PS		X	X
“The Battle Against Pests”	Leveled Texts	750L-910L	Summarize/PS		X	X

"Food For Thought"	Genre Passages	640L-840L	Summarize/PS		X	X
<a href="#">The many women who fought for civil rights were heroes, too</a> Newsela	S	570L-1210L	Summarize/PS		X	X
<a href="#">How civil rights leaders fought to end segregation in the military</a> Newsela	S	420L-820L	Summarize/PS		X	X
<a href="#">Civil Rights Activists: Claudette Colvin</a> Newsela	S	550L-950L	Summarize/PS		X	X
<a href="#">Civil Rights Leaders: Marcus Garvey</a> Newsela	S	550L-1150L	Summarize/PS		X	X
<a href="#">Rosa Parks exhibition presents civil rights hero in her own words</a> Newsela	S	550L-1190L	Summarize/PS		X	X

<a href="#">"Betty Before X" tells the story of civil rights leader Betty Shabaz</a> Newsela	S	400L-800L	PS		X	X
<a href="#">Civil Rights Leaders: Stokely Carmichael</a> Newsela	S	700L-1150L	PS		X	X
<a href="#">Famous Speeches: Cesar Chavez's 1984 Address to the Commonwealth Club</a> Newsela	S	580L-1050L	PS		X	X
<b>Week 6</b>						
<b>"Kids Lead The Way"</b> Digital Online	S		P/S		X	X
<b>Readers Theater</b> <b>"Nat Love, Western Hero"</b>	S		P/S		X	X
<b>Passage One:</b> <b>"A Political Pioneer: Ann Richards"</b> Biography	S		S/O		X	X
<b>Passage Two:</b> <b>"Dog Park Rules"</b> Realistic Fiction	S		N	X		X

<b>Text Structure:</b> C/C = Compare & Contrast D = Description	C/E = Cause & Effect N = Narrative	P/S = Problem-Solution	S/O = Sequence/Order
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Writing Focus/Tasks  N=Narrative A=Argument  E=Explanatory R=Research (Short or Sustained)	Type				<b>Writing from Sources:</b> 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)  <b>Balance of Writing:</b> 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.  <b>Integrates targeted:</b> instruction in such areas as grammar and conventions writing strategies, discussion rules, and all aspects of deficient foundational reading skills.
	N	E	A	R	
<p><b>Primary Focus:</b> <b><u>Week 1 &amp; 2</u></b></p> <p><b>Primary Focus: <i>Write Your Own Realistic Fiction Narrative</i></b></p> <p><b>Writing Process</b> <b>Study the Expert Model: Realistic Fiction Narrative, Reading/Writing Companion p. 24</b></p> <ul style="list-style-type: none"> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> </ul> <p>**Discuss features of realistic fiction narrative **Discuss the expert model</p> <p><b>Plan the Realistic Fiction Narrative, Reading/Writing Companion pp. 25-26</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul> <p>**Choose the topic **Discuss purpose and audience **Develop a sequence of events **Take notes</p> <p><b>Write a Draft, Reading/Writing Companion p. 27</b></p> <ul style="list-style-type: none"> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> </ul> <p>**Discuss using dialogue to develop characters **Write the draft</p> <p><b>Features of a Realistic Fiction Narrative</b> Features of a Realistic Fiction Narrative Explain that after reading the realistic fiction texts “Remembering Hurricane Katrina” and Aguinaldo, students will begin writing a short realistic fiction narrative themselves. Invite students to recall other interesting fiction texts they have read. Point out that a realistic fiction narrative is a form of fictional text. It tells a made-up story about characters, settings, and events in a realistic manner.</p> <p><b>Anchor Chart</b></p>	X				

Have a volunteer start listing these features of a realistic fiction narrative on an anchor chart.

- Dialogue develops the plot and characters.
- Sequence words tell the story events in the order they happen.
- Details help readers see, hear, smell, taste, and feel what the characters experience.
- The plot includes a problem the character(s) must solve.

### **Week 3 & 4**

#### **Revise and Peer Conference, Reading/Writing Companion pp. 28-29**

- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - Does your story include sensory details that tell more about your character and the setting?
  - Do you use sensory details to help readers see, hear, smell, taste, and feel what your character experiences as each plot event moves along?
  - Do you use sensory details to explain how dialogue is spoken?
  - Do you use sensory details so that readers are able to relate to your character and imagine themselves a part of the story?

\*\*Revise the fictional narrative, checking for sequence, dialogue, and sensory details.

\*\*Revise the fictional narrative based on partner feedback.

#### **Edit and Proofread Reading/Writing Companion p. 30**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade appropriate words correctly, consulting references as needed.
- Choose words and phrases to convey ideas precisely.

\*\*Edit the comparison essay, checking for linking words and sentence fluency.

\*\*Proofread the comparison essay, checking for correct spelling.

#### **Publish, Present, and Evaluate, Reading/Writing Companion p. 31**

- 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 one page in a single sitting.

\*\*Publish and present the fictional narrative.

\*\*Self-evaluate using a rubric.

### **Week 5**

#### **Write your Own Opinion Essay**

##### **Features of an Opinion Essay**

- Ask students to recall the argumentative texts they have read in this unit: "All About Organic," "Food Fight," and "A New Kind of Corn." Ask: What did you learn from these texts? What characteristics did the texts have in common? What opinions did they express?
- Explain that students will plan and write opinion essays of their own. Point out that an opinion essay is a type of argumentative text that tries to persuade readers to do something or think a certain way. Opinion essays include language that shows what the author believes. Although the writing reflects the viewpoint of the author, an opinion essay will include facts and examples that support the writer's claim.

**Anchor Chart**

Have a volunteer list these features of an opinion essay on an anchor chart:

- It has an introduction that clearly states how the author feels about the topic.
- It includes relevant reasons backed up by facts and examples that support the author's opinion.
- The facts are researched from reliable resources.
- The essay includes a strong conclusion, which often encourages readers to agree with the author.

**Study the Expert Model Reading/Writing Companion p. 78**

- **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
- **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

\*\*Discuss features of opinion essays

\*\*Discuss the expert model

**Plan Strong Introductions Reading/Writing Companion pp. 79-80**

- **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**

\*\*Choose the topic.

\*\*Discuss purpose and audience.

\*\*State your opinion.

\*\*Take notes.

**Write a Draft Reading/Writing Companion p. 81**

- **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**
- **Provide reasons that are supported by facts and details.**

\*\*Discuss focus and coherence: relevant experience.

\*\*Write the draft.

**Week 6****Opinion Essay****Revise an Opinion Essay. Reading/Writing Companion page 82**

- Provide a concluding statement or section related to the opinion presented.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

**Peer Conferences. Reading/Writing Companion page 83**

- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Edit and Proofread an Opinion Essay. Reading/Writing Companion page 84**

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

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

**Publish, Present, and Evaluate, Reading/Writing Companion on page 85**

- 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 one page in a single sitting.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Spelling**

**Week 1:** r- Controlled Vowels er, ir, ur **T62-63**

**Week 2:** Silent Letters **T64-65**

**Week 3:** Soft c and g **T160**

**Week 4:** Plurals **T163**

**Week 5:** Compound Words **T252**

**Week 1 & 2**

**Respond to Reading**

Writing Process

Realistic Fiction

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

**Week 3 & 4**

**Respond to Reading**

Writing Process

Realistic Fiction Revise: Sensory Details Peer Conferences;

Edit and Proofread;

Publish, Present, and Evaluate

**Week 5 & 6**

**Respond to Reading**

Writing Process: Write Your Own Opinion Essay

Text Plan: State your opinion

Draft: Discuss focus and coherence: relevant experience

**Grammar and Mechanics**

**Week 1:** Action Verbs **T58-59**

**OBJECTIVES** Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

**Week 2:** Verb Tenses **T60-61**

**OBJECTIVE:** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Ensure subject-verb and pronoun antecedent agreement.

**Week 3:** Main and Helping Verbs; Punctuation in Contractions **T156-157**

**OBJECTIVE:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

**Week 4:** Linking Verbs; Subject-Verb Agreement **T158-159**

**OBJECTIVE:** Form and use regular and irregular verbs.

<p><b>Week 5: Irregular Verbs; Correct Verb Usage T250</b>  <b>OBJECTIVE:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.</p>					
<p><b>Secondary Focus: Social Studies - Civil Rights Movement</b>  <b>Task: Timeline</b>          Topic: Create a timeline of the Civil Rights Movement based on the resources provided in Week 3&amp;4          Subtopics: (Choose one)</p>					
<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>● Journal Writing</li> <li>● Do Now Prompts</li> <li>● Quick Writes</li> <li>● Daily Language Activity (Online Review)</li> <li>● Self Selected Writing</li> <li>● Current Events <a href="#">CNN 10 Daily News Reflections</a></li> </ul>					