

Grade 5 New Jersey Student Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
ONE		Unit 1 - Journeys	42 Days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b>	
<b>Progress Indicator:</b> RL.5.1; RL.5.2; RL.5.4; RL.5.6; RL.5.7;	<b>Progress Indicator:</b> RI.5.1; RI.5.2; RI.5.4; RI.5.5; RI.5.7; RI.5.9, RI.5.10		
<b>Foundational Skills Strand:</b>	<b>Writing Strand:</b>		
<b>Progress Indicator:</b> RF.5.3; RF.5.3.a; RF.5.4; RF.5.4.a	<b>Progress Indicator:</b> W.5.1; W.5.3; W.5.3.b; W.5.5; W.5.6; W.5.7; W.5.8; W.5.10	<b><u>MP 1 Novel Requirement:</u></b> <i>Bud, Not Buddy</i> by Christopher Paul Curtis  <b><u>Essential Questions:</u></b> <b><u>Unit Theme:</u></b> How do journeys change us?  <b>Week 1:</b> What motivates people to leave a place they call home? <b>Week 2:</b> What can scientists discover by traveling to distant places? <b>Week 3:</b> What can people learn from visiting unknown lands? <b>Week 4:</b> What inspires people to start a journey? <b>Week 5:</b> How can new places change the way a person sees the world?  <b><u>Activity Description:</u></b> <b><u>Week 1: Informational Text</u></b> <b>★ Anchor Text:</b> <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>  <b><u>Reading Workshop</u></b> <b>Genre &amp; Theme</b> <ul style="list-style-type: none"> <li>Explore the Timeline: Weekly Question: T18-19               <ul style="list-style-type: none"> <li>What motivates people to leave a place they call home?</li> </ul> </li> <li>Listening Comprehension: Read Aloud: “<i>Call Me Joe</i>” T20-21</li> </ul>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<b>Progress Indicator:</b> SL.5.1; SL.5.1.a; SL.5.1.c; SL.5.4	<b>Progress Indicator:</b> L.5.1; L.5.2.e; L.5.3.a; L.5.4.b; L.5.5; L.5.5.c; L.5.6		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		
<ul style="list-style-type: none"> <li>Self Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Responsible Decision-Making</li> </ul> <b>Core Competencies Guide:</b>	<b>Sub-Competency: Self-Awareness</b> <ul style="list-style-type: none"> <li>Recognize one’s feelings and thoughts</li> <li>Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>Recognize one’s personal traits, strengths, and limitations</li> </ul>		

<ul style="list-style-type: none"> <li>○ A Guide to the Core SEL Competencies (Activities and Strategies Included)</li> <li>○ <a href="http://panoramaed.com/blog/guide-to-core-sel-competencies">panoramaed.com/blog/guide-to-core-sel-competencies</a></li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Sub-Competency: Self-Management:</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul> <p><b>Sub-Competency: Social Awareness:</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><b>Sub-Competency: Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Identify the consequences associated with one's actions in order to make constructive choices</li> <li>● Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	<ul style="list-style-type: none"> <li>● Informational Text: T22-23</li> </ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"> <li>● Introduce the Text T32-43 <ul style="list-style-type: none"> <li>○ Preview Vocabulary</li> <li>○ Read: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i></li> <li>○ Respond and Analyze T44-45</li> </ul> </li> </ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"> <li>● Analyze Main Ideas and Details</li> <li>● Use Text Evidence</li> <li>● Domain Specific Words</li> <li>● Talk About It: Opinion</li> </ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"> <li>● Reflect and Share Talk About It T66-67</li> </ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"> <li>● Academic Vocabulary: Related Words T24-25</li> <li>● Word Study: Suffixes -ic, -ism, -ive T26-27, T46-47</li> <li>● Read Like a Writer: Explain Text Structure T52-53</li> <li>● Write for a Reader: Choose a Text Structure T60-61</li> </ul> <p>➔ <i>For additional resources to support grammar instruction on the use of <u>Text Structures</u>, please refer to Unit 5 pages T103, 112, 124-125, 132-133, 291</i></p> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher's Edition T14-15 for the pages where each lesson is located</b></p> <ul style="list-style-type: none"> <li>● Guided Reading/Leveled Readers</li> <li>● Strategy, Intervention and On-Level/Advanced Activities</li> <li>● ELL Targeted Support</li> <li>● Fluency</li> <li>● Conferring</li> </ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"> <li>● Independent Reading</li> <li>● Literacy Activities</li> <li>● Collaboration</li> <li>● Partner Reading</li> </ul>
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	<p><b>Sub-Competency:</b> Responsible Decision-Making</p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	<p>★ <b>Book Club/SEL:</b> T31, T71, T135, T468-473</p> <ul style="list-style-type: none"> <li>◦ <i>Journeys in Time: A New Atlas of American History</i> by Elspeth Leacock and Susan Buckley</li> </ul> <p><b><u>Writing Workshop</u></b>  <b>Weekly Focus:</b> Personal Narrative  <b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Introduce and Immerse <ul style="list-style-type: none"> <li>◦ Analyze a Personal Narrative T330-331</li> <li>◦ Know the Narrator T334-335</li> <li>◦ Analyze Setting and Sequence of Events T338-339</li> <li>◦ Brainstorm a Topic T342-343</li> <li>◦ Plan Your Personal Narrative T346</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Personal Narrative T331,335,339,343</li> <li>• Conferences T328</li> </ul> <p>★ <b>Writing Club:</b> T346-347</p> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling: Spell Words with Suffixes -ic, -ism, -ive T332, 336, 340, 344, 348</li> <li>• Language and Conventions: Simple Sentences T333, 337, 341, 345, 349</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T14-15</p> <p><b>Week 2: Informational Text</b></p> <p>★ <b>Anchor Text:</b> <i>Life on Earth - and Beyond</i> by Pamela S. Turner</p> <p><b><u>Reading Workshop</u></b>  <b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"> <li>• Interact with Sources: Explore the Infographic: Weekly Question T76-77 <ul style="list-style-type: none"> <li>◦ What can scientists discover by traveling to distant places?</li> </ul> </li> <li>• Listening Comprehension: Read Aloud: “<i>Searching for Life Under the Sea</i>” T78-79</li> <li>• Informational Text T80-81</li> </ul>
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		<p><b>Shared Read</b></p> <ul style="list-style-type: none"><li>● Introduce the text T90-107<ul style="list-style-type: none"><li>○ Preview Vocabulary</li><li>○ Read <i>Life on Earth - and Beyond</i></li></ul></li><li>● Respond and Analyze T108-109<ul style="list-style-type: none"><li>○ Develop Vocabulary</li></ul></li></ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"><li>○ Analyze Text Features</li><li>○ Make Inferences</li><li>○ Words That Relate to Scientific Concepts</li><li>○ Response to Informational Text</li></ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"><li>● Reflect and Share T30-31</li></ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"><li>● Academic Vocabulary: Synonyms and Antonyms T82-83</li><li>● Word Study: Greek Roots: <i>chon, meter, photo, bio, geo, logy</i> T84-85, T118-119, T126-127, T132-133</li><li>● Read Like a Writer: Analyze Text Features T116-117</li><li>● Write for a Reader: Use Text Features T124-125</li><li>→ <i>For additional resources to support grammar instruction on the use of <u>Text Structures</u>, please refer to Unit 5 pages T103, 112, 124-125, 132-133, 291</i></li></ul> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher's Edition T72-T73 for the page where each lesson is located:</b></p> <ul style="list-style-type: none"><li>● Guided Reading/Leveled Readers</li><li>● Strategy, Intervention and On-Level/Advanced Activities</li><li>● ELL Targeted Support</li><li>● Conferring</li></ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"><li>● Independent Reading</li><li>● Literacy Activities</li><li>● Collaboration</li></ul>
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		<ul style="list-style-type: none"> <li>• Partner Reading</li> </ul> <p>★ <b>Book Club/SEL:</b> T89, T135, T474-475</p> <ul style="list-style-type: none"> <li>◦ <i>Journeys in Time: A New Atlas of American History</i> by Elspeth Leacock and Susan Buckley</li> </ul> <p><u><b>Writing Workshop</b></u>  <b>Weekly Focus:</b> - Personal Narrative  <b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Develop Elements <ul style="list-style-type: none"> <li>◦ Develop an Engaging Idea T354-355</li> <li>◦ Develop Specific Details T358-359</li> <li>◦ Develop Sensory Details T362-363</li> <li>◦ Develop Point of View T366-367</li> <li>◦ Compose with Dialogue T370</li> </ul> </li> </ul> <p>→ <i>For additional resources to support grammar instruction on the use of <u>Dialogue</u> please refer to Unit 5 pages T413, 417, 421,425,433</i></p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Personal Narrative T355, T359, T363, T367</li> <li>• Conferences T352</li> </ul> <p>★ <b>Writing Club:</b> T370-371</p> <p><u><b>Writing Bridge:</b></u></p> <ul style="list-style-type: none"> <li>• Spell Words with Greek Roots T356, T360, T364, T372 <ul style="list-style-type: none"> <li>◦ Spelling Spiral Review Suffixes T368</li> </ul> </li> <li>• Language and Convention <ul style="list-style-type: none"> <li>◦ Independent and Dependent Clauses T361, T365, T369, T373</li> </ul> </li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T72-73</p> <p><b>Week 3: Historical Fiction</b></p> <p>★ <b>Anchor Text:</b> <i>Pedro's Journal</i> by Pam Conrad</p> <p><u><b>Reading Workshop</b></u>  <b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"> <li>• Interact with Sources: Map: Weekly Question: T140-141 <ul style="list-style-type: none"> <li>◦ What can people learn from visiting unknown lands?</li> </ul> </li> <li>• Listening comprehension: Read aloud "<i>Rosa's Journey</i>" T142-143</li> </ul>
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		<ul style="list-style-type: none"><li>• Historical Fiction T144-145</li></ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"><li>• Introduce the Text “Pedro’s Journal” T154-173<ul style="list-style-type: none"><li>○ Preview Vocabulary</li><li>○ Read <i>Pedro’s Journal</i></li></ul></li><li>• Respond and Analyze T174-175</li></ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"><li>○ Understand Point of View</li><li>○ Use Text Evidence</li><li>○ Multiple Meaning Words</li><li>○ Voice</li><li>○ Write to Sources: Opinion</li></ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"><li>• Reflect and Share T196-197</li></ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"><li>• Academic Vocabulary: Context Clues T146-147</li><li>• Word Study: Vowel Teams T148-149, T176-177,</li><li>• Read Like a Writer: Analyze Precise Language T182-183</li><li>• Write for a Reader: Create a Voice T190-191</li></ul> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher’s Edition T136-137 for the page where each lesson is located:</b></p> <ul style="list-style-type: none"><li>• Guided Reading/Leveled Readers</li><li>• Strategy, Intervention and On-Level/Advanced Activities</li><li>• ELL Targeted Support</li><li>• Fluency</li><li>• Conferring</li></ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"><li>• Independent Reading</li><li>• Literacy Activities</li><li>• Collaboration</li><li>• Partner Reading</li></ul> <p>★ <b>Book Club/SEL:</b> T153, T201, T476-477</p>
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- *Journeys in Time: A New Atlas of American History* by Elspeth Leacock and Susan Buckley

**Writing Workshop**

**Weekly Focus:** Personal Narrative

**Mini-lesson**

- Develop Structure
  - Develop an Introduction T378-379
  - Develop a Sequence of Events T3382-383
  - Draft with Transitions T386-387
  - Revise to Include Important Events T390-391
  - Develop a Conclusion T394

**Independent Writing**

- Personal Narrative T379, T383, T387, T391
- Conferences T376

**Writing Bridge:**

- Spelling: Vowel Teams T380, T384, T388, T392, T396
- Language and Conventions:
  - Spiral Review Dependent and Independent Clauses T381, T397
  - Compound and Complex Sentences T385, T389, T393,
  - Independent and Dependent Clauses T361, T365, T369, T373

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T136-137

**Week 4: Poetry**

- ★ **Anchor Text:** *Poetry Collection*
  - *Learning the World* by Kristine O'Connell George
  - *Latitude Longitude Dreams* by Drew Lamm and James Heldreth
  - *A Map and a Dream* by Karen O'Donnell Taylor
  - *Early Explorers* by Marilyn Singer

**Please Note:** For a comprehensive poetry focus that will serve as additional support it is recommended that you reference the resources located in the Unit 5 Skills Overview Teachers Edition: page T6 - Writing Workshop Weeks 1-5

		<p><b><u>Reading Workshop</u></b></p> <p><b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"><li>• Explore the Infographic: Weekly Question: T206-207<ul style="list-style-type: none"><li>◦ What inspires people to start a journey?</li></ul></li><li>• Listening Comprehension: Read Aloud: “<i>I Hold the World</i>” T208-209</li></ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"><li>• Introduce the Text T220-229<ul style="list-style-type: none"><li>◦ Preview Vocabulary</li><li>◦ Read Poetry Collection</li></ul></li><li>• Respond and Analyze/Literary Language T230-231</li></ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"><li>◦ Explain Sound Devices and Figurative Language</li><li>◦ Visualize</li><li>◦ Literary Language</li><li>◦ Write to Sources: Response to Literature</li></ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"><li>• Reflect and Share T252-253</li></ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"><li>• Academic Vocabulary: Figurative Language: Idioms T212-213</li><li>• Word Study: Teach Suffixes -able, -ible T214-215<ul style="list-style-type: none"><li>◦ High Frequency Words T232</li></ul></li><li>• Read Like a Writer: Analyze Purpose and Imagery T238-239</li><li>• Write for a Reader: Use Imagery T246-247</li></ul> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher’s Edition T202-203 for the page where each lesson is located:</b></p> <ul style="list-style-type: none"><li>• Guided Reading/Leveled Readers</li><li>• Strategy, Intervention and On-Level/Advanced Activities</li><li>• ELL Targeted Support</li><li>• Fluency</li></ul>
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		<ul style="list-style-type: none"><li>• Conferring</li></ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"><li>• Independent Reading</li><li>• Literacy Activities</li><li>• Collaboration</li><li>• Partner Reading</li></ul> <p>★ <b>Book Club/SEL:</b> T219, 257, T478-479</p> <p>★ <i>Journeys in Time: A New Atlas of American History by Elspeth Leacock and Susan Buckley</i></p> <p><u><b>Writing Workshop</b></u></p> <p><b>Weekly Focus:</b> Personal Narrative</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"><li>• Writer's Craft<ul style="list-style-type: none"><li>○ Use Adjectives T402-403</li><li>○ Edit for Adverbs T406-407</li><li>○ Edit for Indefinite Pronouns T410-411</li><li>○ Revise by Adding Ideas for Clarity T414-415</li><li>○ Revise by Deleting Ideas for Clarity T418</li></ul></li></ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"><li>• Personal Narrative T403, 407, 411, 415,</li><li>• Conferences T400</li></ul> <p>★ <b>Writing Club: T418-419</b></p> <p><u><b>Writing Bridge:</b></u></p> <ul style="list-style-type: none"><li>• Spell and Teach Words with -able, -ible T404, T408, T412, T420</li><li>• Language and Conventions:<ul style="list-style-type: none"><li>○ Compound and Complex Sentences T405</li><li>○ Common, Proper, and Collective Nouns T409, T413, T417</li></ul></li></ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T202-203</p>
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**Week 5: Informational Text**

★ **Anchor Text:** *Picturesque Journeys* by Yanitzia Canetti

**Reading Workshop**

**Genre & Theme**

- Explore Slideshow: *A Painted Journey*: Weekly Question: T262-263
  - How can new places change the way a person sees the world?
- Listening Comprehension: Read Aloud: “*Life in Black and White*” T264-265
- Informational Text: T266-267

**Shared Read**

- Introduce Text: *Picturesque Journey* T276-291
  - Preview Vocabulary: Domain Specific Words
  - Read *Picturesque Journeys*
  - Respond and Analyze T292-293

**Close Read Target Skills**

- Analyze Text Structure
- Confirm or Correct Predictions
- Domain Specific Words
- Talk About It: Opinion

**Compare Texts**

- Reflect and Share T314-315
  - Talk About It

**Reading Bridge:**

- Academic Vocabulary: Parts of Speech T268-269
- Word Study: Teach and Apply VCe Syllables T270-271, T294-295
- Read Like a Writer: Analyze /Understand Figurative Language T300-301
- Write for a Reader: Use Figurative Language T308-309

		<p><b><u>Small Group/Independent</u></b> <b>Teacher-Led:</b> See Teacher's Edition T258-259 for the page where each lesson is located:</p> <ul style="list-style-type: none"><li>• Guided Reading/Leveled Readers</li><li>• Strategy, Intervention and On-Level/Advanced Activities</li><li>• ELL Targeted Support</li><li>• Fluency</li><li>• Conferring</li></ul> <p><b>Independent/Collaborative:</b></p> <ul style="list-style-type: none"><li>• Independent Reading</li><li>• Literacy Activities</li><li>• Collaboration</li><li>• Partner Reading</li></ul> <p>★ <b>Book Club/SEL:</b> T275, T319, T480-481</p> <ul style="list-style-type: none"><li>◦ <i>Journeys in Time: A New Atlas of American History</i> by Elspeth Leacock and Susan Buckley</li></ul> <p><b><u>Writing Workshop</u></b> <b>Weekly Focus:</b> Personal Narrative <b>Mini-lesson</b></p> <ul style="list-style-type: none"><li>• Publish, Celebrate and Assess<ul style="list-style-type: none"><li>◦ Revise by Rearranging and Combining Ideas T426-427</li><li>◦ Edit for Subject-Verb Agreement T430-431</li><li>◦ Publish and Celebrate T434-435</li><li>◦ Prepare for Assessment T438-439</li><li>◦ Assessment T422</li></ul></li></ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"><li>• Personal Narrative T427,431,435,438,442-443</li><li>• Conferences T424</li></ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"><li>• Spelling:<ul style="list-style-type: none"><li>◦ Words with VCe Syllables T428</li><li>◦ Teach Words with VCe Syllables T432, 436</li></ul></li></ul>
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- Language and Conventions:
  - Regular and Irregular Plural Nouns T433

**Weekly Resource Overview:**

- ★ Materials That Will Support Planning for the Week: T258-259

**Week 6: Inquiry and Research - Hit The Road!**

**Project Focus:**

- Research a country Students want to visit.
- Write and Argumentative Travel Guide

**Project Focus: *See Teacher's Edition T448***

- Leveled Research Articles
- Use Academic Words
- Explore and Plan: Argumentative Texts
- Conduct Research: Navigation Toolbar
- Argumentative Writing: Travel Guide
- Refine Research: Plagiarism, Paraphrasing and Quoting
- Extend Research: Write a Business Letter
- Revise for Clarity
- Edit and Peer Review
- Celebrate and Reflect

**Interdisciplinary Connections:**

**Cross-Curricular Perspectives: (TE) Social Studies/Science**

The Path to Paper Son and Louie Share Kim, Paper Son: T34, T37, T38

Life on Earth and Beyond: T93, T94, T96, T100, T102-104

Pedro's Journal: T157, T159, T165, T169, T170

Poetry Collection: T222, T224

Picturesque Journeys: T278, T281, T282, T284, T288

**New Jersey Legislative Statutes and Administrative Code**

**Educational Resources:**

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

**Diversity, Equity & Inclusion Educational Resources: Go to:**

Department of Education/New Jersey State Learning Standards/Diversity,  
Equity & Inclusion Educational Resources

**Click on:**

**Sample Activities and Lessons - Grades 3-5**

- Analyzing Gender Stereotypes in the Media
- Exploring Your Immigrant Stories
- The Rich Tapestry of Religion in the United States
- Underatning My Family's History

**The Art Room: Equity, Diversity, and Inclusion Resources:**

[www.davisart.com/free-resources/equity-diversity-and-inclusion-resources/](http://www.davisart.com/free-resources/equity-diversity-and-inclusion-resources/)  
Artists and educators challenge inequities and encourage others to explore new ways of thinking and being through art. Check out this sampling of the many *SchoolArts* articles that will help build greater equity, diversity and inclusion in the classroom.

**Scholastic.com**

**Immigration Lesson Plan for Grade 3-5**

Compare and contrast the stories of immigrants from decades ago those of recent immigrants, as well analyze the differences between immigrants' experiences at Ellis Island and Angel Island

- Interactive Tour of Ellis Island
- Meet Young Immigrants
- Explore Immigration Data

**TeacherVision:**

**Famous Explorer Themed Resources:**

<https://www.teachervision.com/themes/famous-explorers>

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

**Encounter by Jane Yolen:**

A fictionalized account of Columbus's meeting with the Tanio people, written from the *perspective of a Tanio child*.

**Morning Girl by Michael Dorris:**

Deals with the Taino people immediately before Columbus lands on their island. Used together, *Pedro's Journal*, *Morning Girl*, and *Encounter* may raise questions about the treatment of indigenous people and how their lives were changed following their "discovery." Explore some of the questions and issues of exploration and exploitation. Do the authors of these books have different points of view?

		<p><b>Amistad Law: N.J.S.A. 18A 52:16A-88</b></p> <p>Savvas Unit 1: Leveled Reader</p> <p><b>Matthew Hensen: Arctic Explorer by Lori Sherritt-Fleming</b></p> <p>Matthew Alexander Henson. On April 6, 1909, U.S. citizens Matthew Alexander Henson and Robert Edwin Peary, and four Inuit assistants, became <b>the first human beings to set foot on the North Pole</b>. Henson and Peary had been attempting to reach the Pole for the past 18 years.</p>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b><u>Formative Assessments: Embedded in Daily Routines and Multiple Digital/Print Assessment Resource:</u></b></p> <ul style="list-style-type: none"> <li>• Quick Check</li> <li>• Assess and Differentiate</li> <li>• Assess Prior Knowledge</li> <li>• Assess Understanding</li> <li>• Conferring Checklists</li> <li>• Rubrics</li> <li>• Project-Based Inquiry</li> </ul> <p><b><u>SavvasRealize.com: See Assessment Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Progress Check-ups</li> <li>• Cold Reads</li> <li>• Weekly Standards Practice for Language and Conventions</li> <li>• Weekly Standards Practice for Word Study</li> <li>• Weekly Standards Practice for Academic Vocabulary</li> <li>• Practice Tests</li> <li>• Test Banks</li> </ul> <p><b><u>Additional Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Lesson/Skill Quiz</li> <li>• Exit Tickets</li> <li>• Journal Writing</li> <li>• Peer/Self Assessment</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Savvas myView Baseline Test</li> <li>• Diagnostic Assessment</li> <li>• Interim Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• Standardized Tests</li> <li>• Quarterly District Assessments</li> <li>• Published Writing</li> <li>• Selection/Unit Tests</li> <li>• Assessments of Comprehension and Standards Taught</li> <li>• Unit 1 Writing Workshop Assessment</li> <li>• Performance-Based Assessments</li> <li>• Student-teacher Conferencing</li> <li>• Reflective Journals</li> <li>• New Jersey Registered Holistic Scoring Rubric, Language Arts 3-5</li> <li>• Posttest (Textbook)</li> <li>• Unit projects</li> <li>• Mock interviews</li> <li>• Peer analysis</li> <li>• Creative writing</li> <li>• Student writing portfolios</li> <li>• Visual representations</li> </ul>

<ul style="list-style-type: none"><li>● Reading Response Log</li><li>● Mandatory Essays (pre-planned or on demand)</li><li>● Notebook Check</li><li>● Discussion boards</li><li>● Writing/reading journals</li><li>● Open-ended responses</li><li>● Reading workshop</li><li>● Writing workshop</li><li>● Peer editing, reflection, and revision</li><li>● Technology-based assessments</li><li>● Presentations</li><li>● Oral reading</li><li>● Purposeful worksheets</li><li>● Collages (i.e. charts, pamphlets, menus, posters, etc.)</li></ul>	<ul style="list-style-type: none"><li>● Based Learning Activities</li></ul>		
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"><li>● Savvas myView Literacy Teachers Edition and Online Platform</li><li>● Student Interactive Workbook</li><li>● Mentor Stack</li><li>● Student Portfolios</li><li>● Learning Contracts</li><li>● Centers/Stations</li><li>● Journals</li><li>● Leveled Readers S-V</li><li>● Editable Anchor Charts</li><li>● Savvas myView Teacher Resources</li><li>● Book Club Packets</li><li>● myView Read Aloud Library</li></ul>	<ul style="list-style-type: none"><li>● Extra Support Readers</li><li>● Provide Options for Comprehension</li><li>● Tiered Content/Activities</li><li>● Provide a Variety of Materials</li><li>● Provide options for perception</li><li>● Choice Boards</li><li>● Differentiated Literacy Stations</li><li>● Small Group Guide</li><li>● Collaborative Activities</li><li>● Audio of Text</li><li>● Large Font Text</li></ul>	<ul style="list-style-type: none"><li>● Online Thesaurus</li><li>● Extra Support Readers</li><li>● StoryBoard Graphic Organizer</li><li>● Tiered Content/Activities</li><li>● Provide a variety of materials</li><li>● Language Awareness Handbook</li><li>● Spanish Language Version (if Available)</li><li>● Pair Work</li><li>● Extra Support Readers</li><li>● Cultivate Relationships and be Culturally Responsive</li></ul>	<ul style="list-style-type: none"><li>● Enrichment Readers</li><li>● Enrichment Activities</li><li>● Curriculum Compacting</li><li>● Leveled Readers</li><li>● Tiered Content/Activities</li><li>● Provide a variety of rigorous materials</li><li>● Writing Club</li><li>● Anchor Texts plus two additional texts</li><li>● Assign Independent Projects</li><li>● Group and Individual Presentations</li><li>● Provide Variety of Rigorous Material, Blogs. Poetry</li><li>● Plan for tiered learning: See Webb’s Depth of Knowledge Levels</li></ul>

			<ul style="list-style-type: none"><li>• Bloom's Higher-Order Thinking Questions</li></ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• White Board</li><li>• Student Technology Device (chromebook)</li><li>• SmartBoard</li><li>• Meeting Applications (Google Meets; Conferences; Zoom; etc.)</li><li>• Document Camera</li><li>• LMS (Schoology)</li><li>• Savvas myView Realize Online Platform</li></ul> <p><b>Other:</b></p> <ul style="list-style-type: none"><li>• IXL</li><li>• Peardeck</li><li>• Commonlit</li><li>• Nearpod</li><li>• BrianPOP</li><li>• Learn 360</li><li>• LearnZillion</li><li>• Ed Cite</li><li>• ReadWorks</li><li>• Chart Paper</li><li>• Graphic Organizers</li><li>• Kahoot</li><li>• FlipGrid</li></ul>			



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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<b>Disciplinary Concept:</b> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<b>Core Ideas:</b> <ul style="list-style-type: none"> <li>• An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</li> <li>• Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>• The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> <li>• Individuals from different cultures may have different points of view and experiences.</li> <li>• Culture and geography can shape an individual's experiences and perspectives.</li> <li>• Specific situations require the use of relevant sources of information.</li> <li>• Different digital tools have different purposes.</li> <li>• Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>	
	<b>Performance Expectation/s:</b> <ul style="list-style-type: none"> <li>• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</li> <li>• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change</li> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>	

		<ul style="list-style-type: none"> <li>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> <li>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</li> <li>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> <li>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>