

Grade 5 New Jersey Student Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
TWO		Unit 2 - Observations	46 Days
Reading Literature Text Strand:	Reading Informational Text Strand:	<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.5.6; RL.5.9	<b>Progress Indicator:</b> RI.5.3; RI.5.4; RI.5.6; RI.5.7; RI.5.8, RI.5.9; RI.5.10		
Foundational Skills Strand:	Writing Strand:		
<b>Progress Indicator:</b> RF.5.3; RF.5.3.a; RF.5.4; RF.5.4.a RF.5.4.b	<b>Progress Indicator:</b> W.5.1; W.5.2; W.5.2.a,b,c,d,e; W.5.4; W.5.5; W.5.7; W.5.8; W.5.9; W.5.9a,b; W.5.10	<b><u>MP 2 Novel Requirement:</u></b> <i>Call It Courage by Armstrong Sperry</i>  <b><u>Essential Questions:</u></b> <b><u>Unit Theme:</u></b> How do we learn through our observations?  <b>Week 1:</b> Why do scientists explore and study oceans? <b>Week 2:</b> What can people do to protect species from a changing environment? <b>Week 3:</b> How can careful observation help a person survive? <b>Week 4:</b> What can we learn from studying animals in their natural habitat? <b>Week 5:</b> What are some different ways the people can observe and protect wildlife?  <b><u>Activity Description</u></b> <b><u>Week 1: Informational Text</u></b> <b>★ Anchor Text:</b> <i>Far From Shore by Sophie Webb</i>	
Speaking and Listening Strand:	Language Strand:		
<b>Progress Indicator:</b> SL.5.1; SL.5.1.a,b,c,d; SL.5.2; SL.5.4	<b>Progress Indicator:</b> L.5.1; L.5.1.a,b,c,d; L.5.2; L.5.2.d; L.5.3; L.5.4; L.5.4a; L.5.4.c; L.5.5; L.5.5.c; L.5.6		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> <li>Self Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> <li>Relationship Skills</li> </ul>	<b>Sub-Competency: Self-Awareness</b> <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> </ul>		

<ul style="list-style-type: none"> <li>• Responsible Decision-Making</li> </ul> <p><b>Core Competencies Guide:</b></p> <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 impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <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>	<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 T18-19 <ul style="list-style-type: none"> <li>○ Why do scientists explore and study oceans?</li> </ul> </li> <li>• Listening Comprehension: Read Aloud: <i>Jellyfish: Valuable Slime</i> T20-21</li> <li>• Informational Text T22-23</li> </ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"> <li>• Introduce the Text T32-49 <ul style="list-style-type: none"> <li>○ Preview Vocabulary</li> <li>○ Read: <i>Far from Shore</i></li> </ul> </li> <li>• Respond and Analyze T50-51 <ul style="list-style-type: none"> <li>○ My View</li> <li>○ Develop Vocabulary</li> </ul> </li> </ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"> <li>○ Explain Author's Purpose</li> <li>○ Evaluate Details</li> <li>○ Domain-specific Vocabulary</li> <li>○ Talk About It</li> </ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"> <li>○ Reflect and Share T 72-73</li> <li>○ Weekly Question T73</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: Teach Open and Closed Syllables T26-27, T46-47</li> <li>• Read Like a Writer: Analyze Graphic Features T58-59</li> <li>• Write for a Reader: Use Graphic Features T66-67</li> </ul> <p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led: See Teacher's Edition T14-15 for the location of each lesson:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading/Leveled Readers</li> <li>• Strategy, Intervention and On-Level/Advanced Activities</li> <li>• Fluency</li> <li>• ELL Targeted Support</li> <li>• Conferencing</li> </ul>
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	<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> <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>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> T31, T476-481</p> <ul style="list-style-type: none"> <li>◦ <i>The Tarantula Scientist by Sy Montgomery</i></li> </ul> <p><b>Writing Workshop</b></p> <p><b>Weekly Focus:</b> Use elements of informational writing to write an informational article.</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Introduce and Immerse             <ul style="list-style-type: none"> <li>◦ Analyze Informational Article T338-339</li> <li>◦ Analyze Lead Paragraph T342-343</li> <li>◦ Identify Details in Photographs T346-347</li> <li>◦ Set a Purpose T350-351</li> <li>◦ Plan Your Informational Article T354-355</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Informational Article T338, 342, 346, 350,</li> <li>• Conferences T336, 336,336</li> </ul> <p>★ <b>Writing Club:</b> T354-355</p> <p><b>Writing Bridge:</b></p> <ul style="list-style-type: none"> <li>• Spelling: Open and Closed Syllables V/CV T340, 344, 348, 352,356</li> <li>• Language and Conventions: Subject-Verb Agreement</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>A Place for Frogs by Melissa Stewart</i></p>
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		<p><b><u>Reading Workshop</u></b></p> <p><b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"><li>• Interact with Sources: Explore the Map: Weekly Question T82-82<ul style="list-style-type: none"><li>◦ What can people do to protect species from a changing environment?</li></ul></li><li>• Listening Comprehension: Read Aloud:</li><li>• “<i>The Manatees’ Future is Looking Brighter</i>” T84-85</li><li>• Informational Text T86-87</li></ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"><li>• Introduce the Text T96-113<ul style="list-style-type: none"><li>◦ Preview Vocabulary</li><li>◦ Read: <i>A Place for Frogs</i></li></ul></li><li>• Respond and Analyze T114-115<ul style="list-style-type: none"><li>◦ My View</li><li>◦ Develop Vocabulary</li></ul></li></ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"><li>◦ Analyze Text Structure</li><li>◦ Monitor Comprehension</li><li>◦ Words That Relate to Key Ideas in the Text</li><li>◦ Write to Sources</li></ul> <p>→ 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</p> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"><li>• Reflect and Share T136-137<ul style="list-style-type: none"><li>◦ Write to Sources</li><li>◦ Weekly Question T137</li></ul></li></ul> <p><b><u>Reading Bridge:</u></b></p> <ul style="list-style-type: none"><li>• Academic Vocabulary: Synonyms and Antonyms T88-89</li><li>• Word Study: Final Stable Syllables <i>-le, -tion, -sion</i> T90-91</li><li>• Read Like a Writer: Analyze Author’s Purpose T122-123</li><li>• Write for a Reader: Develop Author’s Purpose T130-131</li></ul>
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		<p><b><u>Small Group/Independent</u></b>  <b>Teacher-Led:</b> See Teacher's Edition T72-T73 for the location of each lesson:</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> T95, T482-483</p> <ul style="list-style-type: none"> <li>◦ <i>The Tarantula Scientist by Sy Montgomery</i></li> </ul> <p><b><u>Writing Workshop</u></b>  <b>Weekly Focus:</b> Use elements of informational writing to write an informational article.</p> <p><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 T362</li> <li>◦ Draft with Specific Facts and Concrete Details T366</li> <li>◦ Develop with Definitions and Quotations T370</li> <li>◦ Develop with Other Information and Examples T374</li> <li>◦ Develop with Visuals and Multimedia T378</li> </ul> </li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Informational Article T363, T367, T371, T375</li> <li>• Conferences T360</li> </ul> <p>★ <b>Writing Club:</b> T378-379</p> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>• Spelling: Teach Final Stable Syllables <i>-le, -tion, -sion</i> T364, 368, 372, 380</li> </ul>
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		<p><b><u>Small Group/Independent</u></b></p> <p><b>Teacher-Led:</b> See Teacher's Edition T142-143 for the location of each lesson</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> T159, T484-486</p> <ul style="list-style-type: none"><li>◦ <i>The Tarantula Scientist by Sy Montgomery</i></li></ul> <p><b><u>Writing Workshop</u></b></p> <p><b>Weekly Focus:</b> Use elements of informational writing to write an informational article.</p> <p><b>Mini-lesson</b></p> <ul style="list-style-type: none"><li>• Develop Structure<ul style="list-style-type: none"><li>◦ Develop and Compose an Introduction T386-387</li><li>◦ Develop with Related Information T390-391</li><li>◦ Develop with Transitions T394-395</li><li>◦ Use Formatting T398-399</li><li>◦ Develop and Compose a Conclusion T402</li></ul></li></ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"><li>• Informational Article T387, 391, 395, 399, 403</li></ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"><li>• Spelling: Teach Words with r-Controlled Vowels T388, 392, 396, 404</li><li>• Language and Conventions: Teach and Practice: Principal Parts of Irregular Verbs T397, 401</li></ul>
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		<p><b>Weekly Resource Overview:</b></p> <ul style="list-style-type: none"><li>★ Materials That Will Support Planning for the Week: T142-143</li></ul> <p><b>Week 4: Informational Text</b></p> <ul style="list-style-type: none"><li>★ <b>Anchor Text:</b> <i>Tracking Monsters</i> by Mary Kay Carson</li></ul> <p><b><u>Reading Workshop</u></b></p> <p><b>Genre &amp; Theme</b></p> <ul style="list-style-type: none"><li>● Interact with Sources: Explore the Primary Source: Weekly Question T210-211<ul style="list-style-type: none"><li>○ What can we learn from studying animals in their natural habitat?</li></ul></li><li>● Listening Comprehension: Read Aloud: “<i>Armadillos of North America</i>”</li><li>● Informational Text T214-215</li></ul> <p><b>Shared Read</b></p> <ul style="list-style-type: none"><li>● Introduce the Text T224-237<ul style="list-style-type: none"><li>○ Preview Vocabulary</li><li>○ Read “<i>Tracking Monsters</i>”</li></ul></li><li>● Respond and Analyze T238-239<ul style="list-style-type: none"><li>○ My View</li><li>○ Develop Vocabulary</li></ul></li></ul> <p><b>Close Read Target Skills</b></p> <ul style="list-style-type: none"><li>○ Domain-specific Words</li><li>○ Explain Ideas in Texts</li><li>○ Confirm and Correct Predictions</li><li>○ Write to Sources</li></ul> <p><b>Compare Texts</b></p> <ul style="list-style-type: none"><li>● Reflect and Share T260-261<ul style="list-style-type: none"><li>○ Write to Sources T261</li><li>○ Weekly Question</li></ul></li></ul>
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		<p>→ For additional resources to support grammar instruction on the use of <u>Commas and Semicolons</u>, please refer to Unit 5 pages T341, 345, 349, 353, 361, 365, 369, 373, 377, 385</p> <p>→ 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</p> <p>→ For additional resources to support grammar instruction on the use of <u>Interjections</u>, please refer to Unit 5 pages T374, 437, 441, 445, 449</p> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Informational Article T 435, 439, 443, 447, 450 <ul style="list-style-type: none"> <li>Conferences T432</li> <li>Assessment T451</li> </ul> </li> </ul> <p><b><u>Writing Bridge:</u></b></p> <ul style="list-style-type: none"> <li>Spelling: Base Words with Endings T436</li> <li>Spelling: Teach Base Words with Endings T440</li> <li>Language and Conventions: Teach and Practice Active Voice T445, T449</li> </ul> <p><b>Weekly Resource Overview:</b></p> <p>★ Materials That Will Support Planning for the Week: T266-267</p> <p><b>Week 6: Inquiry and Research - Staying Alive!</b></p> <p><b>Project Focus:</b></p> <ul style="list-style-type: none"> <li>Research a national park or wilderness area</li> <li>Write an informational Survival Guide</li> </ul> <p><b>See Teacher's Edition T456</b></p> <ul style="list-style-type: none"> <li>Use Academic Words</li> <li>Explore and Plan: Informational Texts</li> <li>Conduct Research: Search Engine</li> <li>Informational Texts</li> <li>Refine Research: Primary and Secondary Sources</li> <li>Extend Research: Write a Business Email</li> <li>Revise Vocabulary</li> </ul>
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		<p><b>Interdisciplinary Connections:</b>  <b>Cross-Curricular Perspectives: (TE) Science:</b>  Far From Shore: T34, T36, T37, T40, T41, T42, T44, T45, T48  A Place for Frogs: T98, T102, T107, T108, T109, T112  Hatchet: T164, T169, T171, T174, T176  Tracking Monsters: T226, T228, T233, T234  Let Wild Animals Be Wild and Don't Release Animals Back Into the Wild: T288, T290, T294, T296, T298, T457</p> <p><b>New Jersey Legislative Statutes and Administrative Code Educational Resources:</b>  <b>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></b>  ❖ <b>Remembering the Contributions of Black Americans to Marine Sciences</b>  ➤ <b>The Schmidt Ocean Institute</b>  ■ <a href="https://schmidt-ocean.org/cruise-log-post/remembering-the-contributions-of-black-americans-to-the-marine-sciences/">https://schmidt-ocean.org/cruise-log-post/remembering-the-contributions-of-black-americans-to-the-marine-sciences/</a></p> <p><b>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></b>  <b>Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i></b>  <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i> By Mary Williams  Eight-year-old Garang finds his village has been destroyed. Walking hundreds of miles seeking safety, Garang and other boys face numerous hardships and dangers along the way, but their faith and mutual support help keep the hope of finding a new home alive in their hearts. Supported by the Anti-Defamation League and the American Immigration Council, <i>Lost Boys of Sudan, Brothers in Hope</i> is a story of remarkable and enduring courage, and an amazing testament to the unyielding power of the human spirit.</p> <p><b>Standards in Action: <i>Climate Change</i></b>  ❖ World Wildlife Foundation Educational Resources: Classroom Library/Climate Change effects on Wildlife Conservation  ➤ <a href="http://www.worldwildlife.org/teaching-resources">www.worldwildlife.org/teaching-resources</a></p>
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		<p><b>Standards in Action: <i>Climate Change</i></b></p> <p><b>We Animals Media: Go To: <a href="http://weanimalsmedia.org">weanimalsmedia.org</a></b> <b>Discover the importance of environmental protection through these powerful visuals.</b> We Animals Media brings visibility to hidden animals through compelling photo and video journalism. As the world's leading animal photojournalism agency, it is our mission to document the stories of animals in the human environment and to connect those stories to the individuals and organizations who can amplify their reach. Our growing network of award-winning photographers and videographers extends throughout the world, capturing images from a broad and diverse spectrum of animal industries. Together, we have created the world's most comprehensive collection of animal photojournalism.</p> <p><b>Effects of Climate Change on Animals</b> <b>National Geographic Kids: Go To:</b> <b><a href="http://kids.nationalgeographic.com/science/article/Climate-change">kids.nationalgeographic.com/science/article/Climate-change</a></b> Climate change What is climate change? What could happen? Get all the facts you need to know.</p> <p><b>Animals Affected by Climate Change</b> <b>Exploring how climate change could impact species around the world</b> Go To: <a href="http://www.worldwildlife.org/magazine/issues/fall-2015/articles-affected-by-climate-change">www.worldwildlife.org/magazine/issues/fall-2015/articles-affected-by-climate-change</a> You may have heard of a climate change risk assessment for a city, state or country—what extreme weather events it might experience, how global warming could impact its economy, or how changes in its air quality could affect people's health. But have you ever heard of such an assessment for wildlife?</p>
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<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<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 and Teacher Resources:</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> <li>● Reading Response Log</li> <li>● Mandatory Essays (pre-planned or on demand)</li> <li>● Notebook Check</li> <li>● Discussion boards</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>● Savvas MyView Unit Tests</li> <li>● Standardized Tests</li> <li>● Quarterly District Assessments</li> <li>● Published Writing</li> <li>● Weekly Selection Tests</li> <li>● Assessments of Comprehension and Standards Taught</li> <li>● Unit 2 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> <li>● Based Learning Activities</li> </ul>

<ul style="list-style-type: none"><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>			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"><li>• Savvas myView Literacy Teacher Editions 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><li>• Bloom’s Higher-Order Thinking Questions</li></ul>



### Supplemental Resources

**Technology:**

- White Board
- Student Technology Device (chromebook)
- SmartBoard
- Meeting Applications (Google Meets; Schoology Conferences; Zoom; etc.)
- Document Camera
- LMS (Schoology)
- Savvas myView Realize Online Platform

**Other:**

- IXL
- Peardeck
- Commonlit
- Nearpod
- BrianPOP
- Learn 360
- LearnZillion
- Ed Cite
- ReadWorks
- Chart Paper
- Graphic Organizers
- Kahoot
- FlipGrid

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 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> </ul>

		<ul style="list-style-type: none"> <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> <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., 1.2.5.CR1d).</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>	X	Standards in Action: <i>Climate Change</i>