

Grade 5 New Jersey State Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
THREE		Unit 3 - Reflections	46 Days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
<i>Progress Indicator:</i> RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.9.a, RL.5.10	<i>Progress Indicator:</i> RI.5.7; RI.5.8, RI.5.10		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.5.3.a	<i>Progress Indicator:</i> W.5.1; W.5.1.a; W.5.1.b; W.5.1.c; W.5.3 W.5.5; W.5.6; W.5.7; W.5.9.a;	<p><u>MP 3 Novel Requirement:</u> <i>The Thing About Georgie</i> by Lisa Graff</p> <p><u>Essential Questions:</u> <u>Unit Theme:</u> How do experiences of others reflect our own?</p> <p>Week 1: What can we learn from the experiences of older generations? Week 2: What are some different ways in which people can reach a goal? Week 3: How are the experiences of people in ancient times similar to those of people in the modern world? Week 4: What can our families teach us about ourselves? Week 5: How does art reflect people's experiences?</p> <p><u>Activity Description:</u> <u>Week 1: Realistic Fiction</u> ★ Anchor Text: <i>Love Amalia</i> by Alma Flor and Gabriel M. Zubizarreta</p> <p><u>Reading Workshop</u> Genre & Theme</p> <ul style="list-style-type: none"> Explore Poem: Weekly Question T18-19 <ul style="list-style-type: none"> What can we learn from the experiences of older generations? Listening Comprehension: Read Aloud: <i>Advice From Mr. Chan</i> T20-21 Realistic Fiction: T22-23 	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.5.1.c; SL.5.4	<i>Progress Indicator:</i> L.5.1; L.5.1.a;; L.5.2; L.5.2.d; L.5.2.e; L.5.3.a; L.5.4' L.5.4.c; L.5.4.a; 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"> Self Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making <p>Core Competencies Guide:</p>	<p>Sub-Competency: Self-Awareness</p> <ul style="list-style-type: none"> Recognize one's feelings and thoughts Recognize the impact of one's feelings and thoughts on one's own behavior Recognize one's personal traits, strengths, and limitations 		

<ul style="list-style-type: none"> ○ A Guide to the Core SEL Competencies (Activities and Strategies Included) ○ panoramaed.com/blog/guide-to-core-sel-competencies 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Sub-Competency: Self-Management:</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p>Sub-Competency: Social Awareness:</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Sub-Competency: Relationship Skills</p> <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices 	<p>Shared Read</p> <ul style="list-style-type: none"> ● Introduce the Text T32-47 <ul style="list-style-type: none"> ○ Preview Vocabulary ○ Read: <i>Love Amalia</i> ● Respond and Analyze T48-49 <ul style="list-style-type: none"> ○ My View ○ Develop Vocabulary <p>Close Read Target Skills</p> <ul style="list-style-type: none"> ○ Analyze Characters ○ Make Connections ○ Shades of Meaning ○ Talk About It <p>Compare Texts</p> <ul style="list-style-type: none"> ○ Reflect and Share T 70-71 ○ Weekly Question T71 <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none"> ● Academic Vocabulary: Related Words T24-25 ● Word Study: Teach With Latin Roots: <i>port, dict, ject, terr</i> T26-27, T50-51, T58-59, 72-73 ● Read Like a Writer: Analyze Imagery T56-57 ● Write for a Reader: Use Imagery T64-65 <p><u>Small Group/Independent</u></p> <p>Teacher-Led: See Teacher's Edition T14-15 for the location of each lesson:</p> <ul style="list-style-type: none"> ● Guided Reading/Leveled Readers ● Strategy, Intervention and On-Level/Advanced Activities ● Fluency ● ELL Targeted Support ● Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none"> ● Independent Reading ● Literacy Activities ● Collaboration ● Partner Reading
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	<ul style="list-style-type: none"> • Evaluate personal, ethical, safety, and civic impact of decisions <p>Sub-Competency: Responsible Decision-Making</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	<p>★ Book Club/SEL: T31, T75, T464-469</p> <ul style="list-style-type: none"> ◦ <i>The Thing About Georgie</i> by Lisa Graff <p>Writing Workshop Weekly Focus: Use elements of opinion writing to write an opinion essay. Mini-lesson</p> <ul style="list-style-type: none"> • Introduce and Immerse <ul style="list-style-type: none"> ◦ Organize an opinion essay ◦ Analyze a Point of View T330-331 ◦ Analyze Reasons and information T334-335 ◦ Brainstorm a Topic and Opinion T338-339 ◦ Plan Your Opinion Essay T342 <p>Independent Writing</p> <ul style="list-style-type: none"> • Opinion Essay T327, 331,335,339,342 <p>★ Writing Club: T342-343</p> <p>Writing Bridge:</p> <ul style="list-style-type: none"> • Spelling: Words With Latin Roots: <i>port, dict, ject, terr</i> T328, 332,336,340,344 • Language and Conventions: Prepositions and Prepositional Phrases T333, 337, 341, 345 <p>Weekly Resource Overview:</p> <p>★ Materials That Will Support Planning for the Week: T14-15</p> <p>Week 2: Realistic Fiction</p> <p>★ Anchor Text: <i>A Pet for Calvin</i> by Barbara Robinson</p> <p>Reading Workshop Genre & Theme</p> <ul style="list-style-type: none"> • Interact with Sources: Explore the Infographic: Weekly Question T80–T81 <ul style="list-style-type: none"> ◦ What are some different ways in which people can reach a goal? • Listening Comprehension: Read Aloud: “<i>Snowball</i>” T82–T83 • Realistic Fiction T84–T85
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		<p>Shared Read</p> <ul style="list-style-type: none">● Introduce the Text T94-107<ul style="list-style-type: none">○ Preview Vocabulary○ Read: <i>A Pet for Calvin</i>● Respond and Analyze T108-109<ul style="list-style-type: none">○ My View○ Develop Vocabulary <p>Close Read Target Skills</p> <ul style="list-style-type: none">○ Analyze Plot Elements○ Summarize○ Descriptive Language○ Write to Sources <p>Compare Texts</p> <ul style="list-style-type: none">● Reflect and Share T130-131<ul style="list-style-type: none">○ Write to Sources○ Weekly Question T137 <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none">● Academic Vocabulary: Synonyms and Antonyms T86-87● Word Study: Apply Suffixes -ize, -ance, -ence, -ist T110-111, 132, 133● Read Like a Writer: Analyze Hyperbole and Puns T116, 117● Write for a Reader: Develop Hyperbole and Puns T124-125 <p><u>Small Group/Independent</u></p> <p>Teacher-Led: See Teacher's Edition T76-T77 for the location of each lesson:</p> <ul style="list-style-type: none">● Guided Reading/Leveled Readers● Strategy, Intervention and On-Level/Advanced Activities● ELL Targeted Support● Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none">● Independent Reading● Literacy Activities● Collaboration● Partner Reading
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		<p>★ Book Club/SEL: T93, T135, T470-471</p> <ul style="list-style-type: none"> ○ <i>The Thing About Georgie</i> by Lisa Graff <p><u>Writing Workshop</u> Weekly Focus: Use elements of opinion writing to write an opinion essay. Mini-lesson</p> <ul style="list-style-type: none"> ● Develop Elements <ul style="list-style-type: none"> ○ Develop an Opinion T350-351 ○ Develop Reasons T354-355 ○ Develop Facts and Details T358-359 ○ Include Graphic Features T362-363 ○ Use Technology to Produce Writing T366 <p>Independent Writing</p> <ul style="list-style-type: none"> ● Opinion Essay T351, 355, 359, 363 <p>★ Writing Club: T366-367</p> <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none"> ● Spelling: Words With Suffixes -ize, -ance, -ence, -ist T352, 356, 360, 364, 368 ● Language and Conventions: Pronouns and Antecedents T357, 361, 365 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none"> ★ Materials That Will Support Planning for the Week: T76-77 <p>Week 3: Legend/Drama</p> <p>★ Anchor Texts:</p> <ul style="list-style-type: none"> ○ <i>The Carp</i> by Marie Yuen ○ <i>The Hermit Thrush</i> by Dana Crum <p><u>Reading Workshop</u> Genre & Theme</p> <ul style="list-style-type: none"> ● Interact with Sources: Explore the Infographic: Weekly Question T140–T141 <ul style="list-style-type: none"> ○ How are the experiences of people in ancient times similar to those of people in the modern world? ● Listening Comprehension: Read Aloud: “<i>Flying Free</i>” T142–T143 ● Drama and Legend T144–T145
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		<p>Shared Read</p> <ul style="list-style-type: none"> ● Introduce the Text T154-173 <ul style="list-style-type: none"> ○ Preview Vocabulary ○ Read and Compare Texts ● Respond and Analyze T174-175 <ul style="list-style-type: none"> ○ My View and Develop Vocabulary <p>Close Read Target Skills</p> <ul style="list-style-type: none"> ○ Explain Literary Structure ○ Synthesize Information ○ Precise Words ○ Write to Sources <p>Compare Texts</p> <ul style="list-style-type: none"> ● Reflect and Share T196-197 <ul style="list-style-type: none"> ○ Weekly Question <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none"> ● Academic Vocabulary: Context Clues T146-147 ● Word Study: Teach Unusual Spellings T148-149, 176-177, T198-199 ● Read Like a Writer: Analyze Stereotypes and Use Anecdotes T182-183, ● Write for a Reader: Avoid Stereotypes and Use Anecdotes T190-191 <p><u>Small Group/Independent</u></p> <p>Teacher-Led: See Teacher's Edition T136-137 for the location of each lesson</p> <ul style="list-style-type: none"> ● Guided Reading/Leveled Readers ● Strategy, Intervention and On-Level/Advanced Activities ● ELL Targeted Support ● Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none"> ● Independent Reading ● Literacy Activities ● Collaboration ● Partner Reading <p>★ Book Club/SEL: T153, T201, T472-473</p> <ul style="list-style-type: none"> ○ <i>The Thing About Georgie by Lisa Graff</i>
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		<p><u>Writing Workshop</u> Weekly Focus: Use elements of opinion writing to write an opinion essay. Mini-lesson</p> <ul style="list-style-type: none"> • Develop Structure <ul style="list-style-type: none"> ○ Develop an Introduction and a Conclusion T374-375 ○ Develop Reasons and Supporting Information T378-379 ○ Compose Transitions, Words, Phrases and Clauses T382-383 ○ Use Formatting T386-387 ○ Use Technology to Interact and Collaborate T390 ➔ <i>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</i> ➔ <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> ➔ <i>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</i> <p>Independent Writing</p> <ul style="list-style-type: none"> • Opinion Essay T375, 379, 383, 387 • Select a Genre T391 <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none"> • Spelling: Words with Unusual Spellings T376, 380, 384, 392 • Language and Conventions: Pronouns and Antecedents T377, 381, 384, 389 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none"> ★ Materials That Will Support Planning for the Week: T136-137 <p><u>Week 4: Poetry</u></p> <ul style="list-style-type: none"> ★ Anchor Text: <i>Poetry Collection</i> <ul style="list-style-type: none"> ○ <i>Artist to Artist by Davida Adedjouma</i> ○ <i>Sepia by Malathi Michelle Iyengar</i> ○ <i>Spruce by Malathi Michelle Iyengar</i> <p><u>Please Note:</u> <i>For more 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</i></p>
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		<p><u>Reading Workshop</u> Genre & Theme</p> <ul style="list-style-type: none"> • Interact with Sources: Explore the Riddles: Weekly Question T206–T207 <ul style="list-style-type: none"> ◦ What can our families teach us about ourselves? • Listening Comprehension: Read Aloud: “Nana” T208–T209 • Poetry T210–T211 <p>Shared Read</p> <ul style="list-style-type: none"> • Introduce the Text T220-227 <ul style="list-style-type: none"> ◦ Preview Vocabulary ◦ Read “<i>Tracking Monsters</i>” • Respond and Analyze T228-229 <ul style="list-style-type: none"> ◦ My View ◦ Develop Vocabulary <p>Close Read Target Skills</p> <ul style="list-style-type: none"> ◦ Explain Figurative Language ◦ Visualize ◦ Descriptive Words ◦ Write to Sources <p>Compare Texts</p> <ul style="list-style-type: none"> • Reflect and Share T250-251 <ul style="list-style-type: none"> ◦ Write to Sources T251 ◦ Weekly Question <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none"> • Academic Vocabulary: Figurative Language T212-213 • Word Study: <ul style="list-style-type: none"> ◦ Teach Suffixes -ous,-eous, -ious T214-215 ◦ Apply Suffixes -ous,-eous, -ious T230-231 ◦ High Frequency Words T230 • Read Like a Writer: Analyze Mood T236-237 • Write for a Reader: Establish Mood T244-245 <p><u>Small Group/Independent</u> Teacher-Led: See Teacher’s Edition T206-207 for location of each lesson.</p> <ul style="list-style-type: none"> • Guided Reading/Leveled Readers • Strategy, Intervention and On-Level/Advanced Activities
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		<ul style="list-style-type: none"> • ELL Targeted Support • Fluency • Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none"> • Independent Reading • Literacy Activities • Collaboration • Partner Reading <p>★ Book Club: T219, 255 , T474-475</p> <ul style="list-style-type: none"> ◦ <i>The Thing About Georgie by Lisa Graff</i> <p><u>Writing Workshop</u></p> <p>Weekly Focus: Use elements of opinion writing to write an opinion essay.</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> • Writer's Craft <ul style="list-style-type: none"> ◦ Edit for Capitalization T398-399 ◦ Punctuation Titles T402-403 ◦ Revise by Rearranging Ideas for Clarity T406-407 ◦ Revise by Combining Ideas for Clarity T410-411 ◦ Participate in Peer Editing T414 <p>Independent Writing</p> <ul style="list-style-type: none"> • Opinion Essays T399, 403, 407, 411, 414 <p>★ Writing Club: T414-415</p> <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none"> • • Spelling: Teach Suffixes -ous,-eous, -ious T400 • Language and Conventions: Teach Indefinite and Reflexive Pronouns T409 • Language and Conventions: Practice Indefinite and Reflexive Pronouns T416 <p>Weekly Resource Overview:</p> <p>★ Materials That Will Support Planning for the Week: T206-207</p>
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		<p><u>Week 5: Realistic Fiction</u></p> <p>★ Anchor Text: <i>Life & Art from The Wright 3</i> by Blue Balliett</p> <p><u>Reading Workshop</u></p> <p>Genre & Theme</p> <ul style="list-style-type: none"> • Interact with Sources: Explore Media: Weekly Question T260–T261 <ul style="list-style-type: none"> ◦ How does art reflect people’s experiences? • Listening Comprehension: Read Aloud: “<i>Art in Graffiti Park</i>” T262–T263 • Realistic Fiction T264–T265 <p>Shared Read</p> <ul style="list-style-type: none"> • Introduce Text: “<i>Life & Art</i>” T274-287 <ul style="list-style-type: none"> ◦ Preview Vocabulary ◦ Read: “<i>Life & Art</i>” • Respond and Analyze T288-289 <ul style="list-style-type: none"> ◦ My View ◦ Develop Vocabulary <p>Close Read Target Skills</p> <ul style="list-style-type: none"> ◦ Infer Multiple Themes ◦ Confirm and Correct Predictions ◦ Precise Words that Connect Theme ◦ Talk About It <p>Compare Texts</p> <ul style="list-style-type: none"> • Reflect and Share T310-311 <ul style="list-style-type: none"> ◦ Talk about it ◦ Weekly Question <p><u>Reading Bridge:</u></p> <ul style="list-style-type: none"> • Academic Vocabulary: Parts of Speech T266-267 • Word Study: Teach Syllable Patterns T268-269 • Word Study: Apply Syllable Patterns T290-291 • Read Like a Writer: Analyze Effect of Point of View T296-297 • Write for a Reader: Use a Point of View T304-305
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		<p><u>Small Group/Independent</u> Teacher-Led: See Teacher's Edition T256-257 for location of each lesson.</p> <ul style="list-style-type: none"> • Guided Reading/Leveled Readers • Strategy, Intervention and On-Level/Advanced Activities • Fluency • ELL Targeted Support • Conferring <p>Independent/Collaborative:</p> <ul style="list-style-type: none"> • Independent Reading • Literacy Activities • Collaboration • Partner Reading <p>★ Book Club/SEL: T273, T315, T476-477</p> <ul style="list-style-type: none"> ○ <i>The Thing About Georgie</i> by Lisa Graff <p><u>Writing Workshop</u> Weekly Focus: Use elements of opinion writing to write an opinion essay. Mini-lessons</p> <ul style="list-style-type: none"> • Publish, Celebrate, Assess <ul style="list-style-type: none"> ○ Incorporate Peer and Teacher Suggestions T422-423 ○ Publish a Final Draft T426-427 ○ Publish and Celebrate T430-431 ○ Prepare for Assessment T434-435 ○ Assessment T438 <p>Independent Writing</p> <ul style="list-style-type: none"> • Opinion Essay T423, 427, 431, 435, 438-439 <p><u>Writing Bridge:</u></p> <ul style="list-style-type: none"> • Spelling: Words with Syllable Patterns T424 • Spelling: Teach Words with Syllable Patterns T428 • Language and Conventions: Indefinite and Reflexive Pronouns T425, 432, 440 • Language and Conventions: Oral Language Adverbs T429, 433, 437 <p>Weekly Resource Overview:</p> <ul style="list-style-type: none"> ★ Materials That Will Support Planning for the Week: T256-257
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		<p><i>Week 6: Project Based Inquiry - Unsung Heroes</i></p> <p>Project Focus:</p> <ul style="list-style-type: none"> • Research a person or hero who has had an impact on your life. • Prepare a speech about why a day should be dedicated to that person. <p><i>See Teacher's Edition T444</i></p> <ul style="list-style-type: none"> • Leveled Research Articles • Use Academic Words • Explore and Plan: Argumentative Text • Conduct Research: Databases • Argumentative Text: Speech • Refine Research: Bibliography • Extend Research: Photographs and Time Lines <p><u>Interdisciplinary Connections:</u></p> <p>Cross-Curricular Perspectives: (TE) Social Studies</p> <ul style="list-style-type: none"> • From, Love Amalia: T34, T38, T42, T46, • A Pet For Calvin: T100, • The Carp & The Hermit Thrush: T158, T160, T162, T171-172, • Poetry Collection: T224, T226, • Life & Art from The Wright 3 : T280, T283 <p>New Jersey Legislative Statutes and Administrative Code Educational Resources:</p> <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i></p> <p><u>Diversity, Equity & Inclusion Educational Resources:</u> Go to: Department of Education/New Jersey State Learning Standards/Diversity, Equity & Inclusion Educational Resources Click on:</p> <p>Sample Activities and Lessons - Grades 3-5</p> <ul style="list-style-type: none"> • Analyzing Gender Stereotypes in the Media • Exploring Your Immigrant Stories • The Rich Tapestry of Religion in the United States • Underatning My Family's History <p>The Art Room: Equity, Diversity, and Inclusion Resources: 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</p>
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		<p><i>SchoolArts</i> articles that will help build greater equity, diversity and inclusion in the classroom.</p> <p>Diversity & Inclusion: N.J.S.A. 18A:35-4.36a</p> <p>Diversity, Equity, and Inclusion Resources: Families</p> <p>Go to: Commonsense.org and search for diversity, equity and inclusion resources for the classroom</p> <p>A Story That Brings Together Five Generations Through a Grandmother's Memories</p> <p><i>A Magic Journey to Things Past: Mirela's ... Once Upon a Time</i> Written by Mirela Roznoveanu - Illustrated by Alexandra Conte This book brings together five generations through the grandmother's memories. As the recorder of time, her role is to keep the family's history and traditions alive. Curiosity, magic, and childhood's mythology are the thread of adventures. The book is divided into three chapters: <i>Part I: What I've Done as a Little Girl</i> <i>Part II: The Planet of Pleasures (Grandma's Son Story)</i> <i>Part III: Lunch with Granddaughters (A Matter of Love).</i> The chapters range from the grandmother's early age to those of her son and granddaughters, all taking place on two continents at different stages of the past and present century. Mirela Roznoveanu is a native of Romania who immigrated to the United States. Her literary works in Romanian and English include critical essays, novels, poetry, and journalism. She lives in many languages at once and multiple expressions of literary forms. Her slogan is, "I am curious; therefore, I am." Mirela Roznoveanu is among those writers and literary critics who sought over recent years to turn the energy of their native cultures into an intricate work with significant moral and aesthetic connotations.</p> <p>Play It Again, Grandpa! Written by Jennifer Hunsicker - Illustrated by Oana Gheorghe Ages 6-10 44 Pages What to Expect: Musical terminology, rhyming, community <i>Play It Again, Grandpa</i> is a lovely tribute to how music can create community and how it can be passed down from generation to generation. In this story, we meet Grandpa, who plays his guitar on his front porch while his grandson, Bobby, listens and follows along on his fiddle. Grandpa teaches Bobby to use his ear to</p>
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		<p>learn the tune and soon the two are jamming together. The music is so fun and lively that neighbors and family bring their instruments and join the impromptu jam session on the front porch.</p> <p>Dream Builder: The Story of Architect Philip Freelon by: Kelly Starling Lyons <i>Dream Builder: The Story of Architect Philip Freelon</i> tells of the celebrated architect's path from his childhood in 1950's Philadelphia to designing the National Museum of African American History and Culture (NMAAHC). Beginning with Freelon's personal struggles with reading and strengths in math and visual arts, it then takes a wider look at his family of successful artists, teachers, and businessmen: Freelon's role models and supporters. Zooming out even further, a theme of racial discrimination runs throughout, from tales of prejudice faced by Freelon's father to lack of representation in his college architecture classes. Going from small to bigger to biggest, <i>Dream Builder</i> lays out a context in which Freelon seems destined to design the long-awaited museum.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 Born Just Right (2019) by Jordan Reeves & Jen Lee Reeves (Aligns with book club novel "<i>The Thing About Georgie</i>")</p>
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<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments: Embedded in Daily Routines and Multiple Digital/Print Assessment Resource:</u></p> <ul style="list-style-type: none"> • Quick Check • Assess and Differentiate • Assess Prior Knowledge • Assess Understanding • Conferring Checklists • Rubrics • Project-Based Inquiry <p><u>SavvasRealize.com: See Assessment Guide and Teacher Resources:</u></p> <ul style="list-style-type: none"> • Progress Check-ups • Cold Reads • Weekly Standards Practice for Language and Conventions • Weekly Standards Practice for Word Study • Weekly Standards Practice for Academic Vocabulary • Practice Tests • Test Banks <p><u>Additional Formative Assessments:</u></p> <ul style="list-style-type: none"> • Small Group Discussion • Lesson/Skill Quiz • Exit Tickets • Journal Writing • Peer/Self Assessment • Reading Response Log • Mandatory Essays (pre-planned or on demand) • Notebook Check • Discussion boards • Writing/reading journals • Open-ended responses • Reading workshop • Writing workshop • Peer editing, reflection, and revision 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Savvas MyView Baseline Test • Diagnostic Assessment • Interim Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Savvas MyView Unit Tests • Standardized Tests • Quarterly District Assessments • Published Writing • Weekly Selection Tests • Assessments of Comprehension and Standards Taught • Unit 2 Writing Workshop Assessment • Performance-Based Assessments • Student-teacher Conferencing • Reflective Journals • New Jersey Registered Holistic Scoring Rubric, Language Arts 3-5 • Posttest (Textbook) • Unit Projects • Mock Interviews • Peer analysis • Creative Writing • Student Writing Portfolios • Visual Representations • Based Learning Activities

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

Supplemental Resources

Technology:

- White Board
- Student Technology Device (chromebook)
- SmartBoard
- Meeting Applications (Google Meets; Schoology Conferences; Zoom; etc.)
- Document Camera
- LMS (Schoology)
- Savvas myView Literacy 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 Strategies & Techniques			
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"> • Allow for access to print and digital versions and exemplar of culminating writing tasks • Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic • Provide individual instruction as needed • Consistent use of pre-testing • Learning objectives that vary in depth • Use of flexible pacing • Products that vary in complexity and abstraction • Open-ended questioning and assignments 	<ul style="list-style-type: none"> • Highlighting of text. Text-To-Speech application. Anchor Chart for Vocabulary & Text Structure • Teacher modeling • Introduce skill before lesson • Use of visual & multi-sensory formats • Pair with higher level students • Utilize Multi-sensory (VAKT) approach during instruction • Vary method of presentation: repetition, simple explanations, additional examples, modeling, etc) • Modify content • Provide additional time for completion and preferential seating • Highlight key vocabulary • Graphic organizers • Text-to-speech 	<ul style="list-style-type: none"> • Four corners activity, sentence stems, anchor chart for vocabulary & text structure • Personal experiences/prior knowledge • Guided writing • Scaffolding • Differentiated writing stations • Extended conferences • Sentence stems <p>Refer to Savvas TE for ELL Targeted Minilesson Support</p>	<ul style="list-style-type: none"> • Choice or activity menus • Challenge according to student interests • Offer the most difficult first • Enable students to work together • Plan for tiered learning: See Webb's Depth of Knowledge Levels • Inquiry based instruction • Higher order thinking questions • Interest based content • Student driven instruction • Tiered content/activities • Independent study • Learning centers • Match students to texts with leveled readers • Project based inquiry • Extension activities (Savvas) • Work on a Venn Diagram describing connections between two texts by the same author.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ol style="list-style-type: none"> 1. Career Awareness & Planning 2. Creativity and Innovation 3. Critical Thinking & Problem-Solving 4. Global & Cultural Awareness 5. Information and Media Literacy 6. Technology Literacy 	
	Core Ideas:	<ul style="list-style-type: none"> • An individual's passions, aptitude and skills can affect his/her employment and earning potential. • Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions • Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. • The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. • Individuals from different cultures may have different points of view and experiences. • Culture and geography can shape an individual's experiences and perspectives. • Specific situations require the use of relevant sources of information. • Different digital tools have different purposes. • Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 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 • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change • 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).

		<ul style="list-style-type: none"> 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). 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). 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). 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. 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

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>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	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>