NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading
Curriculum
Grade 5

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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Neptune, NJ 07753-4836

ELEMENTARY SCHOOL ADMINISTRATION

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James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Joshua Loveland, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

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Mahon Ryan-Hannaway, Vice Principal
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NEPTUNE TOWNSHIP SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS
READING
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<u>**Acknowledgements**</u>

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

• A strong foundation in academic and modern technologies.

• A positive, equitable, and varied approach to teaching and learning.

• An emphasis on critical thinking skills and problem-solving techniques.

• A respect for and an appreciation of our world, its resources, and its diverse people.

• A sense of responsibility, good citizenship, and accountability.

• An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness
X Recognize one's own feelings and thoughts
X Recognize the impact of one's feelings and thoughts on one's own behavior
X Recognize one's personal traits, strengths and limitations
X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X Recognize the skills needed to establish and achieve personal and educational goals
X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
X Recognize and identify the thoughts, feelings, and perspectives of others
X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X Demonstrate an understanding of the need for mutual respect when viewpoints differ
X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making
X Develop, implement and model effective problem solving and critical thinking skills
X Identify the consequences associated with one's action in order to make constructive choices
X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills
X Establish and maintain healthy relationships
X Utilize positive communication and social skills to interact effectively with others
X Identify ways to resist inappropriate social pressure
X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use an online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose

- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Interpretation Book Clubs: Analyzing Themes (Book 1)
Suggested Time Frame	Approximately 28-30 Days

Overview / Rationale
Students learn to read fiction texts with eagerness, interest, and fluency, ascertaining the themes and analyzing parts of a story in relation to the whole. You will teach students to read analytically, noticing the way different authors develop the same theme differently. You'll also help them do some important compare-and-contrast work on several texts that develop a similar theme. You'll spotlight the importance of writing about reading. Readers who write can see more in a text- they notice more and they make more of what they see.

Stage 1 – Desired Results
Established Goals: New Jersey Student Learning Standards for English Language Arts 2023

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking 2020

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 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).
- 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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 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.

Essential Questions:	Enduring Understandings:
- How do readers think and write analytically about a text? - How do different parts of the text contribute to the overall story? - How can we identify the themes in a text? - In what ways do the themes in one text relate to the themes in another text?	*Students will be able to understand:* - Fiction readers think analytically, by studying the skills and strategies of interpretation while reading, writing, and talking about literature. - Readers identify the problems a character faces, and then they think about the lessons the character may learn or what the author may want the reader to learn from the way the character responds to the problems.
Knowledge:	**Skills:**
Students will know: Readers link ideas together to build larger theories and interpretations, aiming to uncover a larger truth or lesson.	*Students will be able to…* - Explore and establish what it means to write well about reading. - Consider universal themes as they read, comparing and explaining how they are supported by key details.

Student Resources
Rich selection of diverse books for Independent Reading. Multiple copies of leveled chapter books for Interpretation Book Clubs. Reading Log- Reading Log

Teacher Resources
Units of Study for Teaching Reading (Grade 5) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07719-2   *Interpretation Book Clubs (Book 1)*   www.heinemann.com **Instructional Guidance:** 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 *The Reading Strategies Book 2.0* by Jennifer Serravallo NJSLA Practice Test-Grade5 https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf NJDOE NJSLA Constructed Response Rubric- https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf NJ DOE Digital Item Library NJ Digital Item Library Narrative Reading Learning Progression Rubric

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

CommonLit- "Eleven" by Sandra Cisneros (Theme- Lexile 910)
https://www.commonlit.org/en/texts/eleven

CommonLit- "Marble Champ"-by Gary Soto (Theme- Lexile 850)
https://www.commonlit.org/en/texts/marble-champ

Raz-Plus- https://www.raz-plus.com/

Newsela- https://www.newsela.com

ReadWorks-https://www.readworks.org/

Epic! https://www.getepic.com/

Compare and Contrast Essay (Paragraph Frames)-
https://teachingmadepractical.com/compare-and-contrast-essay/

Engagement Inventory- Engagement Inventory

Reader's Notebook-Strategies for Using Reader's Notebooks – Choice Literacy

Stop and Jot Strategy- https://www.literacytreasures.com/post/stopandjot

▶ NJSLA ELA Features Review   https://www.youtube.com/watch?v=d6Bwksknb4s

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf
Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Additional Assignments- 📄 Additional Assignments for Unit 1- Interpretation Book Clubs.pdf
Mentor Texts:
Home of the Brave by Katherine Applegate
(Please see Home of the Brave Pacing Guide on pg. xv) Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time. Read the entire book for this unit.

Stage 2- Assessment Evidence

Formative Assessments:
Narrative Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Narrative Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource- Go to Assessment).

Narrative Reading Learning Progression Rubric

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Check for Understanding Using the Rubric- (Envisioning/Predicting, Monitoring for Sense- *Fitting the Pieces Together,* Story Elements: *Time, Plot, Setting,* Establishing Point of View*,* Inferring About Characters, Supporting Thinking with Text Evidence, Determining Themes/Cohesion, Comparing and Contrasting Story Elements and Themes, Analyzing Parts of the Story in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective)

Reteach as needed during conferences, whole group and/or small group instruction.

Student Assessment-Compare and Contrast Paragraph (Formative Assessment)

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assessment.-
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

Summative Assessments:

NJSLA Test Prep (Summative Assessment)-Students read the story Ida B and answer questions 2-3. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

> NJSLA Practice Test- Assessment Ida B. and Moon Over Manifest (p.4-9)
>
> https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf
>
> https://nj.mypearsonsupport.com/practice-tests/english/

(Summative Assessment)- CommonLit- "Eleven" by Sandra Cisneros (Theme- Lexile 910) https://www.commonlit.org/en/texts/eleven This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 60 minutes)

Grade 5 Unit 1 Reading Post Assessment in Linkit! (Summative Assessment)-Students will read a story called "Taco Head" by Viola Canales. Then they will watch a video clip called "Basketball Players Stand Up for Bullied Cheerleader with Down Syndrome." After reading the story and watching the video, they will be asked to stop and answer a few questions. Students will analyze parts of a story in relation to the whole, determine themes, and compare and contrast story elements and themes. (Time- 2 Reading Blocks).

Stage 3- Learning Plan
Book 1- *Interpretation Book Clubs: Analyzing Themes* **-Time:Approximately 28-30 Days Instructional Guidance:** 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 ● Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .

Choose instructional level text that is appropriate for the genre of study.

For more information on the Structure of a Guided Reading Lesson: See 📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8,* Pinnell and Fountas (2017). pg. 402

Guided Reading Lesson Plan Template- 📄 Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 🗎 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read the Getting Ready section pgs. vi-xvi prior to teaching this unit.
As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.
📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Additional Assignments- 📄 Additional Assignments for Unit 1- Interpretation Book Clubs.pdf
Note: You must have a free account with Commonlit for answer keys.

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.
Structure of an Interactive/Instructional Read- Aloud Lesson
- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.

- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

🟨 Copy of Interactive/Instructional Read Aloud March 2023

Part 1- Writing About Reading with Voice and Investment (Approximately 8 Days)

Getting Ready: Students should have on-level fiction books to read during independent reading time. They will be able to practice the skills they are learning or have learned independently and with their book club members. Be sure to establish classroom routines, transition routines, expectations and procedures. See GETTING READY (p.xiv). You will want to set up a Reader's Notebook before the first session.

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Mentor Text- *Home of the Brave* by Katherine Applegate (Please see Home of the Brave Pacing Guide on pg. xv). Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time. Read the entire book for this unit.

Teacher Objective-You will teach students how to think and write analytically, using specific concrete details and evidence from the text.

Lessons from the Units of Study for Teaching Reading:

Lesson- (Session 1 pg.4): Taking Charge of Your Reading Life- You will teach students that they can have a growth spurt as readers if they work with resolve toward ambitious, specific goals to become stronger readers.

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- ○ Homework-THINK AND DO MORE: READING WORKSHOP, READING GOALS, EVIDENCE OF YOUR WORK AS A READER- Students start recording their reading in a reading log. Reading logs can be given out and explained on this day or the next day.

Lesson- (Session 2 pg.13): Writing Well About Reading- You will guide students through an inquiry to explore and establish what it means to write well about reading.

Lesson- (Session 3 pg.26): Writing About Reading Means Reading with a Writerly Wide-Awakeness- You will teach students that readers who write about their reading are extra alert, seeing more in their books.

- ○ Homework- THINK ABOUT YOUR OWN WRITING ABOUT READING- AND FIGURE OUT WHAT YOU CAN DO BETTER- Students think and write about some new topics.

Lesson- (Session 4 pg.37): Grounding Your Thinking in the Text and Carrying It with You as You Read On- You will teach students that once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights.

- ○ Homework- PRACTICE USING THOUGHT PROMPTS TO WRITE ABOUT READING-Students will write about their reading using Higher-Level Thought Prompts Referencing the Text.

Lesson- (Session 5 pg.46): Whose Story Is This, Anyway? Considering Perspectives and Its Effects- You will teach students to consider the perspective a story is being told from and the effect the narrator's voice has on the way the story is being told.

Lesson- (Session 6 pg.50): Learning to Think Analytically- You will teach students to think analytically, a person often thinks about how a subject or text is structured and divides sections into parts, then selects, ranks, and compares. This kind of analytical thinking often yields new insights.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo: Conduct as whole group lessons as needed. See Instructional Practice Guidance Document.

Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing. *(Approximately 2 Days if needed)*

- ● **Lesson-** 6.7 Add Text Clues and Background Knowledge to Get Ideas pg. 213- Aligns with Session 3
- ● **Lesson-**6.9 Back Up Ideas About Characters with Evidence pg. 215- Aligns with Session 4

- **Lesson**- 6.23 Analyze Author Choices: Point of View and Perspective pg. 229- Aligns with Session 5
- **Lesson**- 5.25 Use Two (or More!) Plot Mountains pg. 189- Aligns with Session 6

Assessment:

- **Narrative Reading Learning Progression Rubric (Formative Assessment):** Throughout the Unit check for understanding and refer to the Narrative Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment). https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Check for Understanding Using the Rubric- Envisioning/Predicting, Monitoring for Sense- *Fitting the Pieces Together,* Story Elements: *Time, Plot, Setting,* Establishing Point of View*,* Inferring About Characters, Supporting Thinking with Text Evidence, Analyzing Parts of the Story in Relation to the Whole, Analyzing Perspective) Reteach as needed during conferences, whole group and/or small group instruction.

NJSLA Test Prep (Summative Assessment) -Students read the story *Ida B.* and answer questions 2-3. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 50 minutes)

NJSLA Practice Test- Assessment *Ida B.* (p.4-9)

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf

https://nj.mypearsonsupport.com/practice-tests/english/

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library

- Review Test Taking Features with Students Prior to giving the assessment.
  ▶ NJSLA ELA Features Review   https://www.youtube.com/watch?v=d6Bwksknb4s
  This example is for Grade 4 but appropriate for all tested grade levels.
  Processing strategies are in the Test Prep-Test Taking Strategies Unit. Please review.

Added Lesson- (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

- ○ CommonLit- "Eleven" by Sandra Cisneros (Theme- Lexile 910) https://www.commonlit.org/en/texts/eleven
- ○ CommonLit- "Marble Champ"-by Gary Soto (Theme- Lexile 850)
- ○ https://www.commonlit.org/en/texts/marble-champ

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

- ○ The lexile level for grade 5 is 830L-1010L.
- ○ What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability level. The Lexile Framework was developed by MetaMetrics©, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Part 2- Raising the Level of Writing and Talking about Literature (Approximately 7 Days)

Getting Ready: You should have finished part one of *Home of the Brave* (through page 50) before these lessons. To prepare for book clubs, students will need books at their appropriate level of text difficulty.

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Teacher Objective: You will teach students how to read with interpretation in mind, writing and talking about texts to identify themes. You will also teach students how to summarize the text based on the theme.

Lesson- (Session 8 pg.68): Launching Interpretation Book Clubs- You will teach students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason.

Lesson- (Session 9 pg.79): Characters-and Readers-Find Meaning in the Midst of Struggle- You will teach students that to think thematically, readers sometimes name the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know.

- ○ Homework-TAKING THE LEAP: FROM A CHARACTER"S BIG PROBLEM TO A BIGGER TRUTH ABOUT LIFE- Students will write about the characters' challenges and the life lessons that can be learned from the way the characters respond to those difficulties.

Added Lesson- Finding Themes in Videos- You will teach students how to determine the themes of the text by looking at the challenges the characters are facing, how the characters respond to the challenges, and how their response teaches us a universal lesson.

▶️ Toy Story 3 Andy Says Good Bye to his Mom

▶️ One Small Step

Assessment- <u>Determining Themes</u>
- What is the characters' central problem in this scene? How does that relate to the theme of this story?
- Which of the details about _____ seems most important to the readers' understanding of him or her? How do those details help convey a theme?
- Which detail in this scene best helps show a theme in this story?
- What moments seem most important to this story? Do they reveal something about what the story is really about?

<u>Lesson- (Session 10 pg.88): Seeing a Text through the eyes of Other Readers-</u> You'll teach students that when people read with others, they end up seeing more than they would have seen on their own.

<u>Lesson- (Session 11 pg.97): Linking Ideas to Build Larger Theories and Interpretations-</u> You will teach students that readers link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson.
- Homework-LINKING SMALL IDEAS TO FORM LARGER ONES-Students will read and write about ways they notice characters and plot events are connected.

<u>Lesson- (Session 12 pg.107): Reading On, with Interpretations in Mind-</u> You will remind students that readers wear their interpretations like a pair of glasses, reading on in the text with their ideas in mind, gathering evidence and deepening their theories.

<u>Added Lesson- Summarize Based on Theme</u>- *The Reading Strategies Book 2.0* pg. 187 *Summarize Based on Theme*.
- You will teach students to stop and ask what the story was really about.
  Strategy- Stop and ask yourself, " What was this story really about?" Make your answer to that question the first sentence in your summary. Next, tell just the events that best support the idea. Finish with a closing statement about how the events connect back to what's most important.

<u>Lesson- (Session 13 pg.118): Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence-</u>You will teach students that readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person.

<u>Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo</u>: Conduct as a whole group lesson. Instructional Practice- Reading Workshop Model

Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing. *(Approximately 2 Days if needed)*

- **Lesson-** 5.15 Find the Problem by Focusing on Reactions pg. 179- Aligns with Session 9
- **Lesson-** 6.9 Back Up Ideas About Characters with Evidence pg. 215- Aligns with Session 12
- **Lesson-** 7.5 Notice How Characters Respond pg. 243- Aligns with Session 9
- **Lesson-** 7.13 Find a Story's Theme by Focusing on Character pg. 251- Aligns with Session 9
- **Lesson**- 7.16 Say More About a Theme pg. 254- Aligns with Session 11

Narrative Reading Learning Progression Rubric (Formative Assessment): Check for Understanding Using the Rubric- Determining Theme. Reteach as needed during whole group and/or small group instruction and conferences.

Grade 5 Narrative Reading Learning Progression Rubric Pdf

Part 3- Thematic Text Sets: Turning Texts Inside Out (Approximately 6 Days)

Getting Ready: Before these sessions, read aloud *Fly Away Home, by Eve Bunting* to familiarize students with this text. Be prepared to read aloud excerpts to students during the mini lesson.

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Teacher Objective: You will teach students how to compare and contrast themes across texts.

Lesson-2 Days (Session 15 pg.140) Two Texts, One Theme: A Comparison Study- You will teach students that sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts. *(Use one day to identify similarities in the themes and one day to identify differences)*.

- ○ Homework-WRITING TO EXPLORE THE SIMILARITIES AND DIFFERENCES IN THEMES ACROSS TEXTS- Students will practice using the Prompts to Explore Similarities and Differences in Texts.

Added Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo: Conduct as a whole group lesson. Instructional Practice- Reading Workshop Model

Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing Theme. *(Approximately 2 Days if needed)*

- **Lesson-** 7.3- Look Up to Characters pg. 241- Aligns with Session 15
- **Lesson-** 7.26 Connect Texts to Analyze Theme pg. 264- Aligns with Session 15
- **Lesson-** 7.8 Connect Texts to Texts to Find Lessons pg. 246- Aligns with Session 15

Lesson- (Session 16 pg.151) Rethinking Themes to Allow for More Complexity- You will teach students that when readers think that texts seem to support the same theme, they often look again and may find the texts actually convey slightly different messages.

Lesson- (Session 17 pg.155) Comparing Characters' Connections to Theme- You will teach students that one way readers think about a theme in more complex ways is to consider how different characters connect to and represent that theme, and also how some characters may work against a theme.

Assessment -Compare and Contrast Paragraph (Formative Assessment)

Example Paragraph Frames

- The theme of both texts is _____. _____(author A) shows this by _____ while _____ (author B) uses _____.
- Both authors use _____ as a technique. (author A) uses it to _____ while _____ (author B) uses it to _____.
- Both authors have the goal of _____. One does this by _____. The other does this by _____.

Narrative Reading Learning Progression Rubric (Formative Assessment): Check for Understanding Using the Rubric- Determining Theme. Reteach as needed during whole group and/or small group instruction and conferences.

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Part 4- Analyzing Author's Craft (Approximately 8 Days)

Getting Ready: You should have finished up to page 232 in *Home of the Brave* before these lessons. Students will need copies of the goal-and-technique cards.

📄 G5B1_NarrativeGoals (9).pdf

📄 G5B1_NarrativeTechniques (10).pdf

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Standard: RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Teacher Objective: You will teach how to analyze the impact of an author's point of view on the description of events in the text, by introducing literary language to talk and write about the author's goals and techniques.

Lesson- (Session 18 pg.165) Studying the Choices an Author Did Not Make to Better Understand the Ones They Did- You will teach students that readers think about the choices that authors make (and the ones they don't) as a way to come to new insights about texts.

Lesson- (Session 19 pg.176) Delving Deeper into Literacy Analysis: Reading as Writers- You will teach students that one way readers analyze a literary text is to study the author's goals and how he or she achieves them in specific parts of the text.

Assessment- Identifying Author's Goals and Techniques

Example Sentence Frames

- I noticed the author used _____ to _____.
- The author's goal was _____ and he or she did this by _____.
- I noticed the author _____ when _____.
- One technique the author used was _____. The author did this because _____.

Lessons from _The Reading Strategies Book 2.0_ by Jennifer Serravallo: Conduct as a whole group lesson. Instructional Practice- Reading Workshop Model
Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing. (Approximately 2 Days if needed)
Note: Use mentor text from previous lessons.

- **Lesson-** 7.22 Recognize Objects as Symbols pg.260- Aligns with Session 19
- **Lesson-** 11.20 Use Mood as a Clue to Meaning pg. 380- Aligns with Session 18
- **Lesson-** 11.22 Consider the Type of Figurative Language pg. 382- Aligns with Session 19
- **Lesson-** 11.24 Be Alert to Word Choice pg. 384- Aligns with Session 18

    Reference: https://teachingmadepractical.com/compare-and-contrast-essay/

    *Use the NJDOE NJSLA Rubric to Score the Assessment.-
    https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

Lesson- 2 Days- Grade 5 Unit 1 Reading Post Assessment in Linkit! (Summative Assessment)- Students will read a story called "Taco Head" by Viola Canales. Then they will watch a video clip called "Basketball Players Stand Up for Bullied Cheerleader with Down Syndrome." After reading the story and watching the video, they will be asked to stop and answer a few questions. Students will

analyze parts of a story in relation to the whole, determine themes, and compare and contrast story elements and themes. (Time- 2 Reading Blocks).

Lesson- Session 20 (pg.187): Celebration- You will invite students to celebrate the hard work they put into this unit.

Unit Plan Title	Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)
Suggested Time Frame	Approximately 36 Days

Overview / Rationale

This unit directly sets out to address the challenges of nonfiction texts fifth-graders are reading. Students inquire into the ways complex nonfiction gets hard, and teachers will support them in developing skills and strategies to tackle those difficulties. Help students strengthen their skills in monitoring for sense, word solving, predicting, and summarizing, as they make sense of a host of complex texts. Invite students to take on independent inquiry projects studying the topic they most want to learn about. The lessons will support students transferring everything they have learned about making meaning from complex texts to texts on their inquiry topic. Extend this work, helping students to synthesize across texts and critically analyze author's craft.

Stage 1 – Desired Results

Established Goals: New Jersey Student Learning Standards for English Language Arts 2023

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking 2020

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 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).

- 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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 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.

Essential Questions: ● How do authors structure nonfiction texts to convey information effectively? ● What strategies can readers use to identify and understand key information in nonfiction texts?	**Enduring Understandings:** *Students will be able to understand:* ● Analyzing nonfiction requires critical thinking skills, such as identifying main ideas, supporting details, and author's craft. ● Comparing and contrasting various nonfiction texts enhances a reader's ability to identify similarities and differences.
Knowledge: *Students will know:* ● Summarizing nonfiction texts helps readers synthesize key information, making it easier to remember and discuss the main ideas.	**Skills:** *Students will be able to…* ● Identify key details in nonfiction texts and make inferences based on information presented within the text.

Student Resources
Rich selection of high-interest nonfiction texts for Independent Reading. Multiple copies of leveled nonfiction texts for Guided Reading. Reading Log- Reading Log
Teacher Resources
Units of Study for Teaching Reading (Grade 5) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07720-8 ● Tackling Complexity: *Moving Up Levels of Nonfiction* (Book 2) ● *Reading Pathways Grades 3-5:Performance Assessments and Learning Progressions* www.heinemann.com **Instructional Guidance:** 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 ***The Reading Strategies Book 2.0* by Jennifer Serravallo** NJSLA Practice Test-Grade 5 Unit 2 https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf NJDOE NJSLA Constructed Response Rubric- https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf NJ DOE Digital Item Library NJ Digital Item Library

Informational Reading Learning Progression Rubric

📄 Informational Reading Learning Progression.pdf

CommonLit- "Tornadoes: Watch Out!" (Lexile 870)

https://www.commonlit.org/en/texts/tornadoes-watch-out

CommonLit- "Jaguars Burned by Deforestation" (Lexile 1040)

https://www.commonlit.org/en/texts/jaguars-burned-by-deforestation

Raz-Plus- https://www.raz-plus.com/

Newsela- https://www.newsela.com

ReadWorks-https://www.readworks.org/

Epic! https://www.getepic.com/

Mentor Texts: *When Lunch Fights Back:Wickedly Clever Animal Defenses* by Rebecca Johnson, *Alien Deep: Revealing the Mysterious Living World a the Bottom of the Ocean* by Bradley Hague

Hagfish- https://ny.pbslearningmedia.org/resource/nvmms.sci.eng.hagfish/fabric-from-hagfish-slime/

Text Structure-https://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf Lesson resource from- https://www.wisewire.com/wp-content/uploads/items/4784/Demo_pdf_WN_ELA_0072.pdf

Time for Kids- https://www.timeforkids.com/g56/

Wise Wire- https://www.wisewire.com/wp-content/uploads/items/4784/Demo_pdf_WN_ELA_0072.pdf

www.kids.nationalgeographic.com (search terms: National Geographic Kids)

Great Websites for Kids:https://www.ala.org/aboutala/article/gs-great-websites-kids (search terms: great websites kids)

2022 Grade 5 English Language Arts Released Questions- https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g5.pdf

Resource for Acronym RACES- https://www.chino.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=67679&dataid=126422&FileName=RACESWritingStrategy_clipboard.pdf

Tween Tribune-A Free K-12 Resource for Teachers that includes Daily AP news articles Lexile® leveled for K-12, Self-scoring quizzes customized by Lexile® level, Critical thinking questions and so much moree-https://www.tweentribune.com/category/junior/

Additional Resource for Note Taking- https://www.readandspell.com/us/note-taking-skills-for-kids

NJDOE Digital Item Library- https://nj.digitalitemlibrary.com/home

Comparing and Contrasting Authors- Comparing and contrasting authors

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

📄 Additional Assignments for Unit 2- Tackling Text Complexity .pdf

Stage 2- Assessment Evidence

Formative Assessments:
Informational Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)

Informational Reading Learning Progression Rubric

📄 Informational Reading Learning Progression.pdf

Check for Understanding Using the Rubric- Orienting, Envisioning, Monitoring for Sense, Fluency, Punctuation and Sentence Complexity, Word Work: Word Solving, Building Vocabulary, Main Idea(s) and Supporting Details/ Summary, Inferring Within Text/Cohesion, Cross Text(s) Synthesis, Comparing and Contrasting, Analyzing Parts of a Text in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective, Critical Reading: Growing Ideas, Questioning the Text. Reteach as needed during conferences, whole group and/or small group instruction.

Student Assessment-Compare and Contrast Paragraph (Formative Assessment)

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assessment.-
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

Summative Assessments:

NJSLA Test Prep (Summative Assessment)-Students read from "The Amazing Penguin Rescue" by Lauren Tarshis, The Amazing Penguin Rescue by Dyan deNapoli as told to Natalie Smith, and Update on Penguin Rescue Efforts from Oil Spill in South Atlantic. Answer questions 12-20. This should be

done online so students are familiar with the format for the NJSLA administration in the spring. (Time-Approximately 1 Reading Block)

NJSLA Practice Test- Assessment

https://nj.mypearsonsupport.com/practice-tests/english/

(**Summative Assessment**)- CommonLit-"Tornadoes: Watch Out!" (Lexile 870)

https://www.commonlit.org/en/texts/tornadoes-watch-out

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

Assessment- Grade 5 Informational Mini-Assessment- "Bubblology"

<u>Grade 5 Unit 2 Reading Post Assessment in Linkit! (Summative Assessment)</u>- Readers, today you will read two texts to learn more about mountain climbers. Read *It's No Walk in the Park: The Tough Climb Up Mount Everest* and answer questions 1 and 3. Then read *The Race to the Top of Mount Everest* and answer the remaining questions. Students will summarize a text by determining the main idea and supporting details, analyze the author's craft, infer within the text, and compare and contrast two nonfiction texts.. (Time- 2 Reading Blocks).

Stage 3- Learning Plan

Book 2- Tackling Complexity: Moving Up Levels of Nonfiction -Time: Approximately Instructional Guidance:

📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

- Guided Reading Groups are conducted every day (10-15 minutes per group).
  Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
  Choose instructional level text that is appropriate for the genre of study.
  For more information on the Structure of a Guided Reading Lesson: See
  📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8,* Pinnell and Fountas (2017). pg. 402
  Guided Reading Lesson Plan Template- 📄 Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 🗎 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready:Please read the Getting Ready section pgs. xiii-xiv prior to teaching this unt.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Additional Assignments for Unit 2- Tackling Text Complexity-
📄 Additional Assignments for Unit 2- Tackling Text Complexity .pdf

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

☐ Copy of Interactive/Instructional Read Aloud March 2023

Reminder: Students should have on-level nonfiction books/texts to read during independent reading time. They will be able to practice the skills they are learning or have learned independently and in partnerships.

Standard: RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Standard: RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Teacher Objective- You will teach students ways to analyze and approach text complexity effectively by employing strategies to enable students to tackle challenging nonfiction texts with increased confidence and understanding.

You will teach students how to quote text accurately, determine the central idea of informational text, and compare and contrast the overall structure of multiple nonfiction texts.

Mentor Text for Part 1 - *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca Johnson

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 1 pg.4): The More You Know, the More You See- You will teach students that readers approach nonfiction texts with their knowledge of genre in mind, knowing the things that are apt to be important.
- Homework- INCREASE YOUR READING VOLUME-Students read for a minimum of 40 minutes. Record reading in their reading log.

Lesson (Session 2 pg.14): Orienting to More Complex Texts- You will teach students that readers orient themselves to complex nonfiction texts and then hold their initial ideas loosely as they read forward, remaining open to revision as they encounter new information.

Homework-READING SPEECHES ALOUD FOR FLUENCY- Students read 1 of 2 speeches aloud for fluency. Students use the fluency strand of the Informational Reading Learning Progression as they read, noting one level to the next. Teachers please read the speeches before assigning them for homework. A link to each speech is located in your resources on Heinemann.

Lesson (Session 3 pg.25): Uncovering What Makes a Main Idea Complex- You will teach students in an inquiry to determine how complex nonfiction gets challenging when it comes to determining the main idea.

- Homework- NOTICING HOW YOU DETERMINE MAIN IDEAS- Students read longer text and study themselves. They notice what they do to determine the main ideas of the text. Discuss this with students.

Lesson (Session 4 pg.34): Strategies for Determining Implicit Main Ideas- You will teach students specific strategies that readers use when they encounter texts that teach main ideas implicity.

- Homework- LEARNING FROM PRINT AND VIDEO TEXTS- Students find videos about topics they have been reading about. They take notes based on the video. Teachers can assign students a video to watch based on classroom lessons (i.e., hagfish https://ny.pbslearningmedia.org/resource/nvmms.sci.eng.hagfish/fabric-from-hagfish-slime/)
- Note: The homework activity can also be done as a class assignment.

Lesson- (Session 7 pg.63):Complex Thinking about Structure: From Sentence Level to Text Level- You will teach students that they can study and consider the structure of texts at many levels. They can think about how texts are built at the smallest level-the sentence level- to how part of a text is built to how the entire text is built.
- Homework- NOTICING TEXT STRUCTURES- Students read their nonfiction text and note structure in their notebook (chronological, problem/solution, cause and effect, compare/contrast).
- Additional Assignment-Identifying Text Structure-Identifying Text Structure #1 - Ereading Worksheets

Added Lesson- Consider Structure to Find Main Idea(s) - *The Reading Strategies Book 2.0* by Jennifer Serravallo- pg. 285 - Strategy- At the end of a chunk of text, pause and think, "How does the information in these sentences fit together?" Look for conjunctions within and across sentences to help you. Use the chart for support. State a main idea that captures how the information is related. Nonfiction Text- Giants of the Sea (Lexile 880)-See Grade 5- Unit 2 Resource Folder.

Added Lesson- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- Assign students two grade-appropriate informational texts or excerpts from informational texts. Direct students to look for signal words that can help them determine the structure of each text. Then, have them identify the structure of each text.
- Break up the class into groups of three to four. Direct students to create a Venn diagram, comparing and contrasting the structures of the two texts. Possible Resource for nonfiction text-Time for Kids- https://www.timeforkids.com/g56/

Lesson- (Session 8 pg. 73): Rising to the Challenge of Nonfiction- You will teach students that readers monitor their own comprehension, and when they notice their comprehension breaking down, they rely on a toolkit of strategies to help get themselves unstuck.

- Homework- BEGINNING RESEARCH FOR YOUR INQUIRY- Students start researching topics. Students look for books, articles, websites, and videos that will help with the research. Students jot down a plan for their research. They start a new section in their notebook devoted to research.

Lesson- (Session 9 pg. 83):Summarizing as Texts Get Harder- You will teach students that readers can summarize complex texts, drawing on previous learning about the main idea to lift the level of their summaries.

- Homework-STARTING YOUR RESEARCH- Students add notes to the research section of their notebook.

Added Lesson-Take Notes to Remember Text Details 13.2 pg. 420

- Strategy-When you come to a detail in the text that you want to remember, either to think more about or to share with others, pause and take notes.

  Additional Resource for Note Taking- [Note-taking skills for kids and how to teach them](#)

Added Lesson-Summarizing 8.9- Paraphrase Each Chunk, Then Put the Pieces Together pg. from *The Reading Strategies Book 2.0* by Jennifer Serravallo

- Strategy-Stop after every paragraph or short section. "How can I say what I learned in my own words?" Jot a note in the margin. At the end of the article, read back over your margin notes and think, "So what's this whole article mostly about?"

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo: Conduct as whole group lessons as needed. See Instructional Practice Guidance Document.

Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, Questioning, and Analyzing. *(Approximately 2 Days if needed)*

- **Lesson-** 8.7 Ask Questions, Form Main Ideas- Aligns with Session 3
- **Lesson** 8.11- Add Up Details to Determine Main Idea- Aligns with Session 4

Assessment:

- **Informational Reading Learning Progression Rubric (Formative Assessment):**Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)
  - 🗎 Informational Reading Learning Progression.pdf

Check for Understanding Using the Rubric- Orienting, Envisioning, Monitoring for Sense, Fluency, Punctuation and Sentence Complexity, Word Work: Word Solving, Building Vocabulary, Main Idea(s) and Supporting Details/ Summary, Inferring Within Text/Cohesion, Cross Text(s) Synthesis,

Comparing and Contrasting, Analyzing Parts of a Text in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective, Critical Reading: Growing Ideas, Questioning the Text.

Reteach as needed during conferences, whole group and/or small group instruction.

Lesson (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

- CommonLit- "Tornadoes: Watch Out!" by Michael A. Signal (Lexile 870)

  https://www.commonlit.org/en/texts/tornadoes-watch-out

  Note: Sign in for the answer key.

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

- The lexile level for grade 5 is 830L-1010L.
- What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability level. The Lexile Framework was developed by MetaMetrics©, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Part 2- **Applying Knowledge about Nonfiction Reading to Inquiry Projects** *(Approximately 15 Days)*

Standard: RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Standard: RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

Standard: RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Standard: RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

These websites are good for nonfiction research and articles:

- www.kids.nationalgeographic.com (search terms: National Geographic Kids)
- Great Websites for Kids:https://www.ala.org/aboutala/article/gs-great-websites-kids (search terms: great websites kids)
- Time for Kids- https://www.timeforkids.com/g56/

- Tween Tribune-A Free K-12 Resource for Teachers that includes Daily AP news articles Lexile® leveled for K-12, Self-scoring quizzes customized by Lexile® level, Critical thinking questions and so much moree- https://www.tweentribune.com/category/junior/

Teacher Objective: You will teach students how to compare multiple accounts of the same event or topic, identifying significant similarities and differences in point of view, representation, and how these elements may influence readers' interpretations.

Read Aloud for Part 2- *Alien Deep: Revealing the Mysterious LivingWorld at the Bottom of the Ocean* by Bradley Hague

Note on Partnering Students- Students should be in same-level partnerships. Gather duplicate copies of high-interest nonfiction texts.
A Resource: Informational Texts for Students About Sports, Art, and More
(please print and save all articles gathered from the websites as they may not always be available)

Lesson (Session 10 pg.94) Learning from Sources- You will teach students that researchers can learn from a variety of sources-videos, observations, interviews, and even field trips-using the same reading skills to make meaning from them that they read their print nonfiction texts.

- Homework- PUTTING YOUR RESEARCH PLAN INTO ACTION-Students put together a research plan. They can generate interview questions and/or find videos online to watch based on topic and bring in print sources based on topic. Show students the sample research plan on page. 101.

Lesson- (Session 11 pg.103) Learning from Primary Research- You will teach students that researchers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas. Review exemplar student notes on pg. 106. You may need to schedule time for your students to do some research in school.

Added Lesson- 8.11- Add Up Details to Determine Main Idea pg. 283. Strategy-Focus on one section. Read several paragraphs. List several pieces of information that seem to connect because they are about the same subtopic. In your own words, name what the section is mostly about. As you read on to collect more information, you may need to revise the main idea. Please use text that has already been used prior to this lesson.

Lesson-Added Session- Learning From Research-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

- **Use *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 347**

  Lesson-Study What Diagrams Show and Tell- Strategy- Read the diagram's title. Look at what the diagram is showing. Read the labels to understand what the diagram is showing and

telling. Finally, think about how the diagram connects to the information in the text. You can use the student diagram from Session 11- Figure 11.6 Isabella creates a quick diagram using expert words on her topic.Connect this type of information (information presented visually, orally, or quantitatively) to what they will find as they do their research. Discuss other types of information they will find (i.e., charts, graphs, etc.). Students continue research.

Lesson- (Session 12 pg. 108) Coming to Texts as Experts- You will teach students that readers approach texts differently after having done some primary research on a topic. They know what's important to know about their topic, which leads them to see patterns not noticed by novice readers.

- Homework-ACCOUNTING FOR NEW LEARNING-Students assess their work using the Informational Reading Learning Progression Rubric- Cross Text(s) Synthesis. Students assess their notes in their notebooks and continue reading with goals in mind.

Added Lesson-Session-Study What Diagrams Show and Tell-Read pgs. 14-15 of *Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean* by Bradley Hague. You will be going back as you will have read pgs. 17-18 for Session 12. Show students the Hydrothermal Vents on pg. 14. Show them how this diagram is labeled 1-4 and how the text adds to the picture that is shown. This is a reminder lesson and aligns to what they may see in their research.

Lesson- (Session 13 pg. 119) Writing about Reading in Nonfiction- You will teach students that informational readers write to understand what they are learning as they read. Specifically, they can angle their writing so that it better explains the information.

Lesson- (Session 14 pg. 131) Lifting the Level of Questions (Using DOK) to Drive Research Forward- You will teach students that researchers ask questions at different levels-from basic comprehension questions to those requiring in-depth exploration. They question the text they're reading, the topic they're studying and their own agenda.
- Homework- ASKING MORE QUESTIONS, RESEARCH MORE DEEPLY-Students continue to collect resources for their research project.

Lesson- (Session 15 pg. 144) Synthesizing across Subtopics-You will teach students that readers synthesize information across subtopics, both within a single text and across texts, They explain how parts of the text work together and determine why one parrot of the text is important to the rest of the text or the rest of the topic.

- Homework- STOPPING TO COMPARE AND CONTRAST WHILE YOU READ- Students read with subtopics in mind. Students notice when multiple texts teach about the same topic. Students ask/answer in their notebook, " How do these parts fit together? Why is this part important? Notice similarities between the two texts as well as differences." Notes reflect what is learned. Share Fig. 15-5 with students. Students will need the learning progression rubric.

Added Lesson-Session- Analyze Multiple Accounts of Same Topic- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- Video-Fabric From Hagfish Slime (Video 5:04)- Please review prior to sharing with students. https://ny.pbslearningmedia.org/resource/nvmms.sci.eng.hagfish/fabric-from-hagfish-slime/

  Discuss the points of view Chapter 1 in *When Lunch Fights Back* by Rebecca L. Johnson (pgs. 6-9) and the vidoe-Fabric From Hagfish Slime. Note the similarities and differences in the point of view of the book and the video. Read/discuss What in the World is a Slime EEL? By Nicola DiGirolamo and discuss the different points of view and how they influence the reader's interpretation. 🅦 What in the world is a slime eel?.docx

- Homework- Read two texts on the same topic from their research. Stop and Jot. Ask, "How do these parts fit together? Why is this part important? Notice/write the similarities between the two texts as well as the differences." Make sure your notes reflect what you learn. Share Figure 15.5 Students create ways to write about their reading that capture contradictory content.
- Additional Homework for the week (modify accordingly):
  📄 Reading5NonFictionWeeklypacketWaterBottles (1).pdf

Added Lesson- Session- Compare Two Authors Presentation of the Same Topic
- View Video with students-Comparing and Contrasting Authors- Comparing and contrasting authors (1:41) Revisit the topic of Hagfish via video and text read in class. Discuss the authors' approaches to the topic of Hagfish.
- Point of View is one aspect to compare/contrast. When different authors write about the same topic, it is not uncommon for them to have different perspectives on that topic. Writers convey their perspective on a topic by emphasizing certain ideas and evidence while de-emphasizing or ignoring other ideas and evidence. Paying close attention to what ideas and evidence an author includes in a text will help the reader better understand his or her perspective on the information.
- A Closer Look: Understanding Different Perspectives on the Same Topic…When reading two texts about the same topic, it is important to identify the perspective of each author. How does he or she present the topic? To do this, first identify information that is similar in each text. What topic do these texts share? What points are similar in each text? Next, identify the differences in each text. What do the similarities and differences tell the reader about the viewpoint or perspective of each author? How does each author communicate their perspective? What ideas and evidence do they highlight? What do they leave out?

Lesson- (Session 16 pg. 155) Writing About Reading- *From Big ideas to Specifics*- You will teach students that the best writing about reading moves back and forth from specific details to big ideas. You'll help reading see that they both need ideas and details to develop strong thinking and identify what they ready want to say about their topic.

- Homework- WRITING WITH SPECIFIC DETAILS AND BIG IDEAS-Students continue with their research. They set aside 10 minutes to write about what they are learning. The writing should reflect what they've learned about reading over the past few days. Write about ways that help understand the text they are reading. Share Figure 16-6 Leela uses familiar prompts to grow ideas about animal extinction and global warming (climate change).

Added Lesson- Writing About Reading- Using the RACES Strategy- This is another way students can write about reading.

- Teachers model the strategy using the "Excerpt from Dogs Helping Dogs" article. Students read "Excerpt from Woof! Rrrread to Me, Please?? and answer the questions using the RACES strategy. Remind students to write specific details when answering the question.

  Lesson resources from- 2022 Grade 5 English Language Arts Released Questions- 2022 Grade 5 English Language Arts Released Questions

  Resource for RACES Strategy-
  https://www.chino.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=67679&dataid=126422&FileName=RACESWritingStrategy_clipboard.pdf

Lesson- (Session 17 pg. 165) Comparing and Contrasting What Author's Say (and How They Say it)- You will teach students that as researchers read across subtopics, they pay particular attention to how authors portray topics in similar and different ways. They compare and contrast the central ideas authors teach, and they examine how authors teach those central ideas.

- Homework- REFLECTING ON YOURSELF AS A NONFICTION READER-Students reread their notes and evaluate their work based on all the major strands from the learning progression chart.

  Students read paying close attention to what different texts on the same topic teach and how they teach it. Students write this information down in their notebook and be prepared to share.

Lesson- (Session 18 pg. 176)- Critically Reading Our Texts, Our Topics, and Our Lives- You will teach students that readers pay attention to an author's perspective and how the author might be swaying readers to think, even when the author's perspective is not explicit. Then readers also consider the trustworthiness of sources and develop their own perspective.

- Homework- WRITING TO IDENTIFY AND DEVELOP YOUR PERSPECTIVE- Students write their perspective based on what they have read in their research. Students should review the chart- *To Determine Your Perspective Ask:*.

Lesson- (Session 19 pg. 184)- Living Differently Because of Research
You will teach students that when readers study topics deeply, they allow the research they've done to change the way they think and feel about their research topic. They live differently because of this research, planning for and taking action.

- Homework- LIVING DIFFERENTLY BECAUSE OF RESEARCH-Please be sure to read/share the homework at the end of the session-Living Differently Because of Research. It reiterates the whole purpose of the unit.

Lesson-Assessment- NJSLA Test Prep (Summative Assessment)- Students read from "The Amazing Penguin Rescue" by Lauren Tarshis, The Amazing Penguin Rescue by Dyan deNapoli as told to Natalie Smith, and Update on Penguin Rescue Efforts from Oil Spill in South Atlantic. Answer questions 12-20. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

- NJSLA Practice Test- Assessment

English Language Arts Practice Tests

NJSLA Practice Test- Assessment *Unit 2 (p.23-44)*

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf

English Language Arts Practice Tests

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library

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Part 3- An Author Uses Reasons and Evidence (*Approximately 2 Days*)

Note: This section of the unit addresses how authors use reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Standard: RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Lesson-You can use any of the text used in this unit. Use this document to start your teaching of HOW authors use reasons and evidence to support particular points.
W Grade 5- Author's Reasons-Evidence.docx

- Student assignment-Read/discuss What in the World is a Slime EEL? By Nicola DiGirolamo and answer the following questions.
  How does the author use reasons and evidence to support the first point in the article? Ask yourself: What reasons and evidence does the author use to support this point?
      Ex. Hagfish play a vital role in the ocean ecosystem…

Lesson- Student Assignment-Analyzing How an Author Uses Reasons and Evidence to Support Points- W **Grade 5 Reasons-Evidence Assessment.doc**

Lesson- Unit Assessment -Grade 5 Unit 2 Reading Post Assessment in Linkit! (Summative Assessment)- Readers, today you will read two texts to learn more about mountain climbers. Read *It's No Walk in the Park: The Tough Climb Up Mount Everest* and answer questions 1 and 3. Then read *The Race to the Top of Mount Everest* and answer the remaining questions. Students will summarize a text

by determining the main idea and supporting details, analyze the author's craft, infer within the text, and compare and contrast two nonfiction texts.. (Time- 2 Reading Blocks).

Part 4- Analyzing Historical, Scientific or Technical Text (Approximately 8 Days)

Note: This is a separate mini unit on analyzing different types of nonfiction text. It is included here as it is relevant to the study of nonfiction text.

Standard: RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

The goal of RI.5.3 is for students to understand and be able to explain the relationships between individuals, events, and ideas in an informational text. The following information contains ideas that teachers can incorporate into their classroom and integrate into instruction as appropriate.

Teacher Objective- You will teach students how to explain relationships between individuals, events and ideas in historical, scientific, and technical text using textual evidence.

Repeat the following lesson as needed using historical, scientific and technical text:

Lessons (3 Days)- Model how to make connections with grade level nonfiction text.

Model how to make connections between individuals, events, ideas, and concepts in this text.Explain the relationships in paragraph form or draw a color-coded web (blue for individuals, red for events, green for ideas or concepts) to show the relationships visually.

- Text- Read Scientific Text- See Resource Folder- ▢ Unit 2- Tackling Text Complexity
- Text- Read Technical Text-See Resource Folder- ▢ Unit 2- Tackling Text Complexity
- Text- Read Historic Text-See Resource Folder- ▢ Unit 2- Tackling Text Complexity

Information to share with students…

A Closer Look: Textual Elements

- Textual elements for informational texts include the individuals, events, ideas, and concepts in the text.
- The individuals are the people in the text. They may be historical figures or scientists, depending on the topic of the text.
- The events in the text are the things that happened. In a historical text, the events are the key moments in history. In a scientific text, the events might be the steps a scientist took in an experiment or some important points in the development of a scientific object.

A Closer Look: Identifying Individuals, Events, Ideas, and Concepts

When reading an informational text, ask:

- Who is the text about? The answer to this question is the individuals in the text.
- What are the main things that happened in the text? The answer to this is the events in the text.
- What is the text about? The answer to this question is the ideas and concepts in the text.

Lesson- Assessment- Grade 5 Informational Mini-Assessment- "Bubblology" Please see Resource folder for documents). This grade 5 mini-assessment is based on a text about bubbles. This text is considered worthy of students' time to read and also meets the expectations for text complexity at grade 5.

Unit Plan Title	Argument and Advocacy: Researching Debatable Issues (Book 3)
Suggested Time Frame	Approximately 30 Days

Overview / Rationale

This unit supports students in reading challenging nonfiction text. It aims to equip students with essential skills in critical thinking, research, and persuasive communication. This unit is designed to cultivate these abilities by guiding students through the process of researching debatable issues, understanding multiple viewpoints, and constructing well-supported arguments. By the end of this unit, students will not only have developed a deeper understanding of the complexities of debatable issues but also gained proficiency in researching, analyzing, and advocating for their viewpoints in a thoughtful and persuasive manner.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

● RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Interdisciplinary Connections
New Jersey Student Learning Standards for Social Studies (2020) ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking 2020
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020
9.2 Career Awareness, Exploration, Preparation, and Training **Career Awareness and Planning:** ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 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 Life Literacies and Key Skills** ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. ● 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 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).
- 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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 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.

Essential Questions:	Enduring Understandings:
- How do authors use evidence to support their arguments, and why is it essential to critically evaluate this evidence? - What role does agency play in our research process, and how can we take ownership of our learning when exploring debatable issues?	*Students will be able to understand:* - Strong arguments are supported by credible evidence and well-reasoned explanations. - The importance of considering multiple viewpoints when exploring debatable issues, fostering empathy and a deeper understanding of complex topics.
Knowledge:	**Skills:**
Students will know: - How to evaluate arguments critically, considering the quality of evidence, logical coherence, and potential biases. - Strategies for extracting essential information from texts. - How to formulate meaningful questions to guide their research and inquiry process effectively.	*Students will be able to…* - Read deeply, extract relevant information, and synthesize key ideas from multiple sources to gain a comprehensive understanding of debatable issues. - Analyze and compare different perspectives, fostering a deeper understanding of complex issues.

Student Resources
Rich selection of high interest nonfiction texts which offer multiple perspectives on various issues. Text Sets can be found at www.heinemann.com Multiple copies of leveled nonfiction/persuasive texts for Guided Reading. Various levels of fiction books for students to read at home. Reading Log- Reading Log
Teacher Resources
Units of Study for Teaching Reading (Grade 5) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07721-5   - Argument and Advocacy: *Researching Debatable Issues* (Book 3)   *Reading Pathways Grades 3-5:Performance Assessments and Learning Progressions*

www.heinemann.com

Instructional Guidance:

📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers…

The Reading Strategies Book 2.0 by Jennifer Serravallo

NJDOE NJSLA Constructed Response Rubric-
[https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.p](https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf)
[df](https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf)

NJ DOE Digital Item Library NJ Digital Item Library

Informational Reading Learning Progression Rubric

📑 Informational Reading Learning Progression.pdf

CommonLit- "Am I Not A Woman And A Sister?" (Lexile 1090)
https://www.commonlit.org/en/texts/am-i-not-a-woman-and-a-sister

CommonLit- "Should We Get Rid of Daylight Saving Time?" (Lexile 910)
https://www.commonlit.org/en/texts/should-we-get-rid-of-daylight-saving-time

CommonLit- "Sharks: Monsters or Misunderstood?" (Lexile 1050)
https://www.commonlit.org/en/texts/sharks

Raz-Plus- https://www.raz-plus.com/

Newsela- https://www.newsela.com

ReadWorks-https://www.readworks.org/

Epic! https://www.getepic.com/

Mentor Texts: Class Demonstration Study and Read Aloud Text Set (p.xiv)
[https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionreso](https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionresources/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf)
[urces/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf](https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionresources/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf)

Part 1: Text Set
https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07698

Part 2: Text Set
https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07698

Time for Kids- TIME for Kids | Articles

www.kids.nationalgeographic.com (search terms: National Geographic Kids)

Great Websites for Kids:https://www.ala.org/aboutala/article/gs-great-websites-kids (search terms: great websites kids)

2022 Grade 5 English Language Arts Released Questions- https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g5.pdf

Resource for Acronym RACES- https://www.chino.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=67679&dataid= 126422&FileName=RACESWritingStrategy_clipboard.pdf

(Additional Resource for Note Taking- https://www.readandspell.com/us/note-taking-skills-for-kids

NJDOE Digital Item Library- https://nj.digitalitemlibrary.com/home

Comparing and Contrasting Authors- Comparing and contrasting authors

Additional Assignments- ☐ Argument and Advocacy (Commonlit Passages/Questions)

▮ Who's for Zoos?.pdf

▮ Sugar Not Always Sweet.pdf

▮ Controlling Bad Insects.pdf

Stage 2 – Assessment Evidence

Formative Assessments:

Informational Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)

Informational Reading Learning Progression Rubric

▮ Informational Reading Learning Progression.pdf

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assessment.- https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.p df

Summative Assessments:

NJSLA Test Prep (Summative Assessment)-

https://nj.mypearsonsupport.com/practice-tests/english/

(Summative Assessment)- CommonLit- "Should We Get Rid of Daylight Saving TIme?" (Lexile 910)

https://www.commonlit.org/en/texts/should-we-get-rid-of-daylight-saving-time

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

Grade 5 Unit 3 Reading Post Assessment in Linkit! (Summative Assessment)- Readers, today you will read three texts about teens using social media. Read text 1, "Social Media May be Harmful to Health" and answer questions 1 and 2. Read text 3, "All 13-Year-Olds Should Get to Have Accounts on Social Media Sites!" and answer question 3. Read text 2, "A New Documentary Shows What Teens Do On Social Media" and answer question 4 using information from these 3 texts. Students will summarize a text by determining the main ideas and supporting details, analyze parts of a text in relation to the whole, analyze perspective, and synthesize across texts. (Time- 2 Reading Blocks).

Assessment- New Jersey Student Learning Assessment Test Prep- Controlling Bad Insects
📄 Controlling Bad Insects.pdf (Time-1 Reading Block)

Stage 3 – Learning Plan

Book 3- Argument and Advocacy: Researching Debatable Issue*s*
Instructional Guidance:

📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers…

- Guided Reading Groups are conducted every day (10-15 minutes per group).
  Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
  Choose instructional level text that is appropriate for the genre of study.
  For more information on the Structure of a Guided Reading Lesson: See
  📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8,* Pinnell and Fountas (2017). pg. 402
  Guided Reading Lesson Plan Template- 📄 Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 📄 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read the Getting Ready section pgs xiii-xvii prior to teaching this unit. As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.

🔖 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning. Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

🔲 Copy of Interactive/Instructional Read Aloud March 2023

Part 1- *Investigating Issues Approximately 12 Days*

Reminder: Students will be investigating and debating issues around which people have different perspectives. Students should have prepared text sets to read during independent reading time. Texts sets which offer multiple perspectives on various issues can be found at

https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07698#:~:text=Bend%20I%3A%20Starter-,Text,-Sets

If you choose to build a text set around another issue for your students to research, you will want to keep in mind that those issues need to offer opportunities for debate, and you will need to collect both short and long texts around those issues.

Standard: RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Standard: RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Standard: RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Standard: RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Standard: RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Teacher Objective- You will teach students how to evaluate an argumentative text to determine central ideas supported by key details, summarize texts, analyze the impact of individuals and events, compare multiple accounts of the same event, evaluate an author's use of reasons and evidence, and compare author's approaches within the same genre or topic.

Mentor Text for Part 1-
https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionresources/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 1 pg.4): Argument Intensive- You will teach students that readers recognize that a good argument is supported by reasons backed up by evidence, so when readers analyze an argument, they ask themselves questions about the claim being made, the reasons supporting that claim, and the evidence backing up those reasons.

Lesson (Session 2 pg. 14): Organizing an Ethical Research Life to Investigate an Issue- You will teach students that when readers research an argument, they learn to grasp both sides of that argument by focusing initially on texts that layout the argument clearly, and then reading for both sides.

Lesson (Session 3 pg. 26): Letting Nonfiction Reading on an Issue Spur Flash-Debates- You will teach children that nonfiction readers can let their research spur quick flash-debates, which can help them clarify their thinking and know what further research they need to do.

- Homework- REFLECTING ON TODAY'S DEBATE- Students will jot down thoughts/questions they had about the issue their group was studying.

Lesson (Session 4 pg. 35): Mining Texts for Relevant Information- You will teach children that researchers read deeply about an issue, developing background information that allows them to become authorities on that issue. Whenever they read, they ask, "How might this information apply to the argument?"

Lesson (Session 5 pg. 44): Strengthening Club Work- You will teach children that a conversation should be a journey of thought, and club members can make specific moves to strengthen their conversations.

Lesson (Session 6 pg. 48): Readers Think and Wonder as They Read- You will teach children that readers shift from taking in information to reflecting on that information to grow new ideas.

- Homework- WHO'S FOR ZOOS? Students read the article and reflect on what was read to grow new ideas. 📄 Who's for Zoos?.pdf

Lesson (Session 7 pg. 58): Summarizing to Hold On to What Is Most Essential- You will teach children that readers summarize arguments by using their own words to express the most essential parts of the writer's argument, while being careful to not distort or change what the writer meant.

- Homework-SUGAR NOT ALWAYS SWEET-Students read the article and summarize the text. 📄 Sugar Not Always Sweet.pdf

Lesson (Session 8 pg.69) : "Arguing to Learn"-You will teach children that readers can prepare for and have a debate on an issue they are researching, and this can help them find new ways of thinking about their ideas and give them new insights into their issue.

Lessons from _The Reading Strategies Book 2.0 by Jennifer Serravallo:_ Conduct as whole group lessons as needed, See Instructional Practice Document.

Note: Use these as additional lessons if students need additional support with Analyzing and determining Importance. _(Approximately 2 Days if needed)_

- **Lesson-** 9.14 Categorize to Compare pg. 314- Aligns with Sessions 2 and 6.
- **Lesson-** 9.15 Find Contradictions pg.315- Aligns with Sessions 2 and 6.

Assessment:

- **Informational Reading Learning Progression Rubric (Formative Assessment):**Throughout the Unit check for understanding and refer to the Informational

Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment) 🔖 Informational Reading Learning Progression.pdf

Check for Understanding Using the Rubric- Orienting, Envisioning, Monitoring for Sense, Fluency, Punctuation and Sentence Complexity, Word Work: Word Solving, Building Vocabulary, Main Idea(s) and Supporting Details/ Summary, Inferring Within Text/Cohesion, Cross Text(s) Synthesis, Comparing and Contrasting, Analyzing Parts of a Text in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective, Critical Reading: Growing Ideas, Questioning the Text.

Reteach as needed during conferences, whole group and/or small group instruction.

Lesson (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

- CommonLit- "Am I Not A Woman And A Sister?" (Lexile 1090)
https://www.commonlit.org/en/texts/am-i-not-a-woman-and-a-sister
    Note: Sign in for the answer key.

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

Part 2- *Raising the Level of Research Approximately 10 Days*

Standard: RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Standard: RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Standard: RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Standard: RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Standard: RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Standard: RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Teacher Objective- You will teach students to analyze informational text to determine central ideas supported by key details, summarize texts, examine the impact of individuals and events, compare structures of texts, analyze multiple accounts of events, evaluate authors' use of reasons and evidence, and compare authors' approaches within informational texts.

Mentor Texts for Part 2-
https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionresources/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 9 pg, 78): Moving Beyond Considering One Debatable Question
You will teach children that researchers push themselves to ask new questions and develop new ideas about their issues, then narrow their focus before conducting further research.

Lesson (Session 10 pg, 87): Raising the Level of Annotating Texts- You will teach children that readers annotate a text in a purposeful and deliberate way as they read to help them remember the author's big ideas, as well as their own thoughts and ideas-and that readers can use their annotations to facilitate evidence-based conversations about the text.

Lesson (Session 11 pg.97): Reaching to Tackle More Difficult Texts- You will teach children that readers recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty, approaching this work with a strong sense of agency.
- Homework- DEALING WITH TEXT COMPLEXITY- Students will read a nonfiction text and note the difficulties they come across.

Lesson (Session 12 pg.106): Who Said What? Studying Perspective- You will teach children that readers figure out an author's perspective to understand how his or her ideas fit into the issue. They do this by seeing how that perspective fits into a progression of perspectives and by studying connections and contradictions across sources.

Lesson (Session 13 pg.116): Considering Craft- You will teach children that readers think about texts in more than one way, considering not only the content, but also the choices authors make that shape that content.

Lesson (Session 14 pg.127): Evaluating Arguments- You will teach children that readers approach an author's arguments skeptically, carefully evaluating evidence to determine whether it supports or weakens a claim.

Lesson (Session 15 pg.138): Day of Shared Learning
You will teach children that researchers can hold debates as a means of celebrating the work they have done, as well as an inspiration for further learning.

Lessons from _The Reading Strategies Book 2.0 by Jennifer Serravallo:_ Conduct as whole group lessons as needed, See Instructional Practice Document.

Note: Use these as additional lessons if students need additional support with inferring, synthesizing, and analyzing. _(Approximately 2 Days if needed)_

- **Lesson**- 8.13 Consider Structure to Find Main Ideas- Aligns with Sessions 10 and 12
- **Lesson**- 8.14 Consider Structure: Problem/Solution- Aligns with Sessions 10 and 12
- **Lesson**- 8.15 Consider Structure: Cause and Effect- Aligns with Sessions 10 and 12

Assessment:

- **Informational Reading Learning Progression Rubric (Formative Assessment):**Throughout the Unit check for understanding and refer to the Informational Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment) ▤ Informational Reading Learning Progression.pdf

Check for Understanding Using the Rubric- Orienting, Envisioning, Monitoring for Sense, Fluency, Punctuation and Sentence Complexity, Word Work: Word Solving, Building Vocabulary, Main Idea(s) and Supporting Details/ Summary, Inferring Within Text/Cohesion, Cross Text(s) Synthesis, Comparing and Contrasting, Analyzing Parts of a Text in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective, Critical Reading: Growing Ideas, Questioning the Text.

Reteach as needed during conferences, whole group and/or small group instruction.

Lesson (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

- CommonLit- "Tornadoes: Watch Out" (Lexile 870) https://www.commonlit.org/en/texts/tornadoes-watch-out
- Note: Sign in for the answer key.

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

Part 3- _Researching a New Issue with More Agency Approximately 7 Days_

Standard: RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Standard: RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals,

events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Standard: RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Standard: RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

Standard: RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Mentor Texts for Part 3-
https://www.heinemann.com/myonlineresources/download.ashx?filepath=/shared/companionresources/docs/E07698/resources/G5B3_Read_Aloud_Text_Set.pdf

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 16 pg,146): Diving into New Research with More Agency and Independence- You will teach children that when researchers embark on a new research project, they start by making a plan for that study, drawing on all that they have learned from previous research studies.

Lesson (Session 17 pg,156): Letting Conversation Spark New Ideas- You will teach children that readers let their future reading be shaped not only by past reading and thinking, but also by conversations with other readers.

Lesson (Session 18 pg,163): Talking and Writing Analytically Across Sources- You will teach children that one way readers can analyze texts is by reading across more than one text, paying careful attention to craft, and comparing and contrasting the choices made by the authors of each text.

Lesson (Session 19 pg, 172): Reading Nonfiction with the Lens of Power- You will teach children that experienced nonfiction readers bring all their critical lenses to reading nonfiction, noting when the text stirs them to a strong emotional response, and analyzing how the text positions the reader.

Lesson (Session 20 pg, 182): Advocacy- You will teach children that researchers can take a stand for their beliefs and become powerful advocates for change in the world.

Lesson (Session 21 pg,188): Readers Take Their Researcher-Debating Selves into the World- You will teach children that the work of looking for evidence, weighing and evaluating arguments, and forming thoughtful, considered judgments on important issues is not just work for school, but work they will do for a lifetime.

Lesson Assessment- New Jersey Student Learning Assessment Test Prep- Controlling Bad Insects 🗎 Controlling Bad Insects.pdf (Time-1 Reading Block)

Unit Plan Title	Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)
Suggested Time Frame	Approximately 28-30 Days

Overview / Rationale

In this unit, students will work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. You'll lead students to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. You'll also help students engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, you'll focus students on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards for English Language Arts 2023

● RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

● RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

● RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

● RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

● RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

● RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

● RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking 2020

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.

- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 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).
- 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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 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.

Essential Questions:	Enduring Understandings:
● How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? ● How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?	*Students will be able to understand:* ● How characters and themes develop in fantasy stories. ● Fantasy readers envision the story in their mind, creating the world the author is trying to portray. ● How skills developed through reading fantasy can be applied across genres.
Knowledge: *Students will know:* ● Fantasy novels teach readers to deal with complexity. ● Using strategies and creating goals will help them to make sense of complex texts.	**Skills:** *Students will be able to…* ● Analyze a text by asking questions about the characters, theme. structure, and author's craft . ● Read complex texts developing skills of synthesis and interpretation.

Student Resources
Various levels of fantasy books for students to read in school and at home. Reading Log- Reading Log

Teacher Resources
Units of Study for Teaching Reading (Grade 5) by Lucy Calkins *2015,* ISBN-13:978-0-325-07722-2 ● Fantasy Book Clubs: *The Magic Of Themes and Symbols* (Book 4) ● *Reading Pathways Grades 3-5:Performance Assessments and Learning Progressions* www.heinemann.com **Instructional Guidance:** 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teache…

The Reading Strategies Book 2.0 by Jennifer Serravallo

NJSLA Practice Test-Grade5
https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105811_Gr5ELATB_PT.pdf

NJDOE NJSLA Constructed Response Rubric-
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

NJ DOE Digital Item Library NJ Digital Item Library

Narrative Reading Learning Progression Rubric

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

CommonLit- "Theseus and the Minotaur" Retold by Stacey Lane (Theme- Lexile 890)

https://www.commonlit.org/en/texts/theseus-and-the-minotaur-1

CommonLit- "The Long Night"-by Steve Vance (Point of View- Lexile 930)
https://www.commonlit.org/en/texts/the-long-night

CommonLit- "The Goose with the Golden Eggs " by Aesop (Theme- Lexile 1020)

https://www.commonlit.org/en/texts/the-goose-with-the-golden-egg

CommonLit- "Little Red Riding Hood"-by The Brothers Grimm (Theme- Lexile 1100)
https://www.commonlit.org/en/texts/little-red-riding-hood

Raz-Plus- https://www.raz-plus.com/

Newsela- https://www.newsela.com

ReadWorks-https://www.readworks.org/

Epic! https://www.getepic.com/

Compare and Contrast Essay (Paragraph Frames)-
https://teachingmadepractical.com/compare-and-contrast-essay/

Engagement Inventory- Engagement Inventory

Reader's Notebook-Strategies for Using Reader's Notebooks – Choice Literacy

Stop and Jot Strategy- https://www.literacytreasures.com/post/stopandjot

▶ NJSLA ELA Features Review   https://www.youtube.com/watch?v=d6Bwksknb4s

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Additional Assignments- Log into Raz-plus for the following stories:
- *Beowulf* -Adapted from a version edited by Thomss Bailey Aldrich- Lexile 860
- *Through the Looking Glass* (Multiple Parts and Lexile Levels)
- *The Wonderful Wizard of Oz* (Multiple Parts and Lexile Level

Mentor Texts:
The Thief of Always by Clive Barker, *The Paper Bag Princess* by Robert Musch and Michael Martchenko, and *Mufaro's Beautiful Daughters* by John Steptoe
(Please see Pacing Guide on pg. xv-xvi) Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time.

Stage 2- Assessment Evidence

Narrative Reading Learning Progression Rubric (Formative Assessment): Throughout the Unit check for understanding and refer to the Narrative Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource- Go to Assessment).

Narrative Reading Learning Progression Rubric

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Check for Understanding Using the Rubric- (Envisioning/Predicting, Monitoring for Sense-*Fitting the Pieces Together,* Story Elements: *Time, Plot, Setting,* Establishing Point of View*,* Inferring About Characters, Supporting Thinking with Text Evidence, Determining Themes/Cohesion, Comparing and Contrasting Story Elements and Themes, Analyzing Parts of the Story in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective)

Reteach as needed during conferences, whole group and/or small group instruction.

Student Assessment-Compare and Contrast Paragraph (Formative Assessment)

Use the NJDOE NJSLA Constructed Response Rubric to Score the Assessment.-
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

Summative Assessments:

NJSLA Test Prep (Summative Assessment)-Students read the story Ida B and answer questions 2-3. This should be done online so students are familiar with the format for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

NJSLA Practice Test- Assessment Ida B. and Moon Over Manifest (p.4-9)

(Summative Assessment)- CommonLit- CommonLit- "The Goose with the Golden Eggs " by Aesop (Theme- Lexile 1020)

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 60 minutes)

Grade 5 Unit 4 Reading Post Assessment in Linkit! (Summative Assessment)-Readers, today you will read a story called "Three's a Crowd" by Kimbra Gish. Then you will watch a video called "Runaway." After you read the story and watch the video, you will be asked to stop and answer a few questions. Students will analyze parts of a story in relation to the whole, analyze the author's craft, determine themes/cohesion, and compare and contrast story elements and themes. (Time- 2 Reading Blocks).

Narrative Reading Learning Progression Rubric (Formative Assessment): (Heinemann Online Resource- Go to Assessment).
https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Additional Assignments- Log into Raz-plus for the following stories:
- *Beowulf* -Adapted from a version edited by Thomss Bailey Aldrich- Lexile 860
- *Through the Looking Glass* (Multiple Parts and Lexile Levels)
- *The Wonderful Wizard of Oz* (Multiple Parts and Lexile Levels)

📄 LAT-Freddy_1_17_18.pdf

▶ NJSLA ELA Features Review   https://www.youtube.com/watch?v=d6Bwksknb4s

CommonLit- "Theseus and the Minotaur" Retold by Stacey Lane (Theme- Lexile 890)

https://www.commonlit.org/en/texts/theseus-and-the-minotaur-1

CommonLit- "The Long Night"-by Steve Vance (Point of View- Lexile 930)
https://www.commonlit.org/en/texts/the-long-night

Stage 3- Learning Plan
Book 4: Fantasy Book Clubs: The Magic of Themes and Symbols -Time:Approximately 28-30 Days **Instructional Guidance:** 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

- Guided Reading Groups are conducted every day (10-15 minutes per group). Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See 📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8,* Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template- 📄 Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 🅦 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready- Please read the Getting Ready section pgs. xiii-xvi prior to teaching this unit.
As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.
📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

For Additional Assignments- Log into Raz-plus for the following stories:
- *Beowulf* -Adapted from a version edited by Thomss Bailey Aldrich- Lexile 860
- *Through the Looking Glass* (Multiple Parts and Lexile Levels)
- *The Wonderful Wizard of Oz* (Multiple Parts and Lexile Levels)

Part 1- Constructing and Navigating Other Worlds (Approximately 8 Days)

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Mentor Text- This unit uses *The Thief of Always* by Clive Barker, *The Paper Bag Princess* by Robert Munsch, and *Mufaro's Beautiful Daughters* by John Steptoe as its demonstration texts. You may choose to use other texts, but if you decide to use these three texts, you'll want to follow the pacing guide to make sure you and your students are prepared for each session. Pacing guide can be found on p. xv-xvi.

Lessons from the Units of Study for Teaching Reading:
Lesson- (Session 1 pg.3): Researching the Setting- You will teach students that Fantasy readers research the setting of a story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.
- Homework- WRITE DOWN YOUR BEST THINKING ABOUT SETTING- Students will read their fantasy story and write about the setting- considering which places are important, how those places change, and who has the power there?

Lesson- (Session 2 pg.13): Learning alongside the Main Character- You'll teach students that fantasy readers expect to learn alongside the main character, and are alert to clues that characters are in the midst of important learning experiences.

Lesson- (Session 3 pg.23): Keeping Track of Problems that Multiply- You'll teach students that fantasy readers tackle more complicated books, they use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plot lines.
- Homework- MAKE YOUR OWN CHART OR TOOL TO ANALYZE PROBLEMS IN YOUR STORY- Students will read a fantasy story and analyze some of the problems they are noticing- Why is that problem important? Is it important to the characters? To the plot? To a theme?

Lesson- (Session 4 pg.30): Suspending Judgement- You'll guide students through an inquiry to explore what they can learn about characters if they study them over time, delving deeply into their formation, motivations, and actions.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo: Conduct as whole group lessons as needed. See Instructional Practice Guidance Document.

Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing. *(Approximately 2 Days if needed)*

- **Lesson-** 5.21 Track the Problems as They Snowball pg. 185- Aligns with Session 3
- **Lesson**- 5.27 Consider the Importance of Setting to the Plot pg. 191- Aligns with Session 1

- **Lesson-** 5.28 Consider How the Setting Impacts the Character pg. 192- Aligns with Session 1
- **Lesson-** 6.21 Be Aware When a Character is Unaware pg. 227- Aligns with Session 2

Assessment:

- **Narrative Reading Learning Progression Rubric (Formative Assessment):** Throughout the Unit check for understanding and refer to the Narrative Reading Learning Progression Rubric to assess student progress (Heinemann Online Resource- Go to Assessment). https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Check for Understanding Using the Rubric- Envisioning/Predicting, Monitoring for Sense- *Fitting the Pieces Together,* Story Elements: *Time, Plot, Setting,* Establishing Point of View*,* Inferring About Characters, Supporting Thinking with Text Evidence, Analyzing Parts of the Story in Relation to the Whole, Analyzing Perspective) Reteach as needed during conferences, whole group and/or small group instruction.

NJSLA Test Prep (Summative Assessment)-Today you will analyze a passage from Freddy in Peril, Part 1 and a passage from Freddy in Peril, Part 2. As you read these texts, you will gather information and answer questions about the influence of the narrator's point of view so you can write an essay. This should be done online so students are familiar with the format for the NJSLA administration in the spring.

2017 Grade 5 ELA - Literary Analysis Task in LinkIt! (Time- Approximately 1 Reading Block)

📄 LAT-Freddy_1_17_18.pdf

For Additional NJSLA Test Prep Resources Visit: NJ DOE Digital Item Library NJ Digital Item Library

- Review Test Taking Features with Students Prior to giving the assessment.
  ▶ NJSLA ELA Features Review   https://www.youtube.com/watch?v=d6Bwksknb4s
  This example is for Grade 4 but appropriate for all tested grade levels.
  Processing strategies are in the Test Prep-Test Taking Strategies Unit. Please review.

Added Lesson- (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

  - CommonLit- "Theseus and the Minotaur" Retold by Stacey Lane (Theme- Lexile 890)
  - https://www.commonlit.org/en/texts/theseus-and-the-minotaur-1
  - CommonLit- "The Long Night"-by Steve Vance (Point of View- Lexile 930)
  - https://www.commonlit.org/en/texts/the-long-night

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

- ○ The lexile level for grade 5 is 830L-1010L.
- ○ What Is a Lexile Level? A Lexile measure is a valuable tool. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability level. The Lexile Framework was developed by MetaMetrics©, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Part 2- More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns (Approximately 4 Days)

Getting Ready: You should have read *The Thief of Always* (through Chapter 10) before these lessons. To prepare for book clubs, students will need fantasy books at their appropriate level of text difficulty.

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Standard: RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Lesson- (Session 6 pg.40): Here Be Dragons: Thinking Metaphorically- You will teach students that readers know that in fantasy stories, characters face different kinds of dragons- some are literal, while others are metaphorical dragons symbolizing conflicts faced by those characters. Experienced readers look to see how these conflicts develop into themes.

Lesson- (Session 7 pg.48): Readers Learn Real-Life Lessons from Fantastical Characters- You will teach students that insightful readers mine fantasy stories to discover themes and lessons that might apply to their own lives.

Lesson- (Session 8 pg.58): Quests Can Be Internal as Well as External- You will teach students that most fantasy stories follow a quest structure, and to achieve deeper understanding of the story, it's valuable to investigate both the external and internal quests of major characters.
- ● Homework- USING A QUEST FROM YOUR STORY TO HELP DEVELOP A THEME- Students will read a fantasy text and write a few sentences explaining how understanding the quest (internal or external) from their story helps to develop a theme or life lesson.

Lesson- (Session 9 pg.68): Comparing Themes in Fantasy and History- You'll teach Students that knowledgeable readers assume that some themes are so Universal that they appear in more than one book and across history, as well. These readers use their knowledge of History to compare how these themes develop.
- ● Homework- WRITE ABOUT A BIG IDEA ABOUT CHARACTERS, QUEST STRUCTURES, OR THEME- Students will read their fantasy text and write about a big idea they have about characters, structure, or theme.

Grade 5 Narrative Reading Learning Progression Rubric Pdf

Part 3- When Fact and Fantasy Collide (Approximately 8 Days)

Getting Ready: Before these sessions, read aloud *Chapters 20 and 21 from The Thief of Always*. Have your copy of *Mufaro's Beautiful Daughters* on hand. Download images and an excerpt of information on Great Zimbabwe. See p.84

https://www.bbc.co.uk/worldservice/africa/features/storyofafrica/10chapter1.shtml

https://www.metmuseum.org/toah/hd/zimb/hd_zimb.htm

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Standard: RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Lesson- (Session 11 pg.84): Using Information to Better Understand Fantasy Stories- You'll teach students that readers of fantasy refer to nonfiction texts and references to more fully understand the world they are reading about.

Lesson- (Session 12 pg.91): Using Vocabulary Strategies to Figure Out Unfamiliar Words-You'll teach students that specific vocabulary plays an important role in everything they read, especially in fantasy novels. Students should use a whole toolkit of vocabulary strategies to figure out the meanings of unfamiliar words.

Lesson- (Session 13 pg.99): Fantasy Characters Are Complex-You'll teach students that just as in life, characters in fantasy books are not all good or all bad, but in fact are rather complex.

Lesson- (Session 14 pg.103): Investigating Symbolism-You'll teach students that fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story.
- Homework- FINDING SYMBOLS IN YOUR OWN, EVERYDAY LIFE- Students will keep an eye out for symbols. Where in the world that you live in, do you see symbols? What do they represent? Are there any connections between the symbols you see in your real life and the fantasy book you are reading?

Lesson- (Session 15 pg.112): Interpreting Allegories in Fantasy Stories-You'll teach students that fantasy readers gain new insights into the real world by understanding and interpreting the metaphors and allegories that exist in fantasy.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo: Conduct as a whole group lesson.
Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing. *(Approximately 2 Days if needed)*

- **Lesson-** 5.7 Learn More About Setting pg. 171- Aligns with Session 11
- **Lesson-** 6.16 Find Complexity During Conflicts pg. 222- Aligns with Session 13
- **Lesson-** 7.24 Look for Symbolism in Setting pg. 262- Aligns with Session 14
- **Lesson-** 6.25 Consider Characters as Allegorical Figures pg. 231- Aligns with Session 15

Narrative Reading Learning Progression Rubric (Formative Assessment): Check for Understanding Using the Rubric- Determining Theme. Reteach as needed during whole group and/or small group instruction and conferences.

Grade 5 Narrative Reading Learning Progression Rubric Pdf

Added Lesson- (Summative Assessment)- Teachers should set up a free CommonLit. account at https://www.commonlit.org/en/home.

- CommonLit- "The Lion and the Mouse" by Aesop (Central Ideas and Themes of Texts & Interactions Among Text Elements- Lexile 880)
- https://www.commonlit.org/en/texts/the-lion-and-the-mouse

This should be done online so students can practice testing online in preparation for the NJSLA administration in the spring. (Time- Approximately 1 Reading Block)

Part 4- Literary Traditions: Connecting Fantasy to Other Genres (Approximately Days)

Getting Ready: Before these sessions, read aloud *The Thief of Always through Chapter 26.*

Standard: RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

Standard: RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Standard: RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Standard: RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Standard: RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Standard: RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Standard: RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Lesson-(Session 16 pg.122) Paying Attention to How Cultures Are Portrayed in Stories- You will teach students that fantasy readers pay close attention to how cultures are portrayed in stories- the culture in which the story takes place as well as other cultures. They also consider how characters, settings, and plotlines may vary across fantasy stories from different cultures.

Lesson-(Session 17 pg.129) Identifying Archetypes- You will teach students that expert fantasy readers use what they know about archetypes to help make predictions, inferences, and interpretations about stories.
  - Homework- USING THE LENS OF ARCHETYPES TO EXAMINE PARTS OF YOUR OWN LIFE- Students will record examples of archetypes they notice in the world outside of fantasy stories. How do they make you feel about your life?

Lesson-(Session 18 pg.136) Reading Across Texts with Critical Lenses- You will teach students that one way readers analyze a story is by using critical lenses, such as being alert to stereotypes and gender norms (or rules).

Lesson-(Session 19 pg.144) The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything- You will teach students that they can apply their fantasy reading skills, such as interpretation and cross-text study, to help improve their skills in reading other genres.

Added Lessons from _The Reading Strategies Book 2.0_ by Jennifer Serravallo: Conduct as a whole group lesson. Instructional Practice- Reading Workshop Model
Note: Use these as additional lessons if students need additional support with Inferring, Determining Importance, Synthesizing, and Analyzing Theme. *(Approximately 2 Days if needed)*

- **Lesson-** 6.23 Analyze Author Choices: Point of View and Perspective pg. 229- Aligns with Session 16
- **Lesson-** 5.33 Use Basic Story Archetypes to Think About Plot pg. 197- Aligns with Session 17
- **Lesson-** 6.24 Identify Archetypes pg. 230- Aligns with Session 17
- **Lesson-** 7.20 Consider Characters' Identities for Different Perspectives on Themes pg. 258- Aligns with Session 18

Narrative Reading Learning Progression Rubric (Formative Assessment): Check for Understanding Using the Rubric- Determining Theme. Reteach as needed during whole group and/or small group instruction and conferences.

https://drive.google.com/file/d/1Lv-fBlJhZZWBkTCOFAAhHl1tgWGvZuFE/view?usp=drive_link

Lesson- 2 Days- Grade 5 Unit 4 Reading Post Assessment in Linkit! (Summative Assessment)- Readers, today you will read a story called "Three's a Crowd" by Kimbra Gish. Then you will watch a video called "Runaway." After you read the story and watch the video, you will be asked to stop and answer a few questions. Students will analyze parts of a story in relation to the whole, analyze the author's craft, determine themes, and compare and contrast story elements and themes. (Time- 2 Reading Blocks).

Lesson-(Session 20 pg.152) Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger Readers- You will teach students that strong readers celebrate and reflect on all that they have learned, and then find ways to carry those skills forward on their learning journeys.

Unit Plan Title	Test Prep/Test Taking Strategies - Grade 5
Suggested Time Frame	Approximately 10 Days

Overview / Rationale

How to Approach Test Prep and Getting Started on Accessible Texts

There are two main approaches to testing preparation to get students ready for their daily learning and practice. First, students must be alert as they read. They should have expectations of how a text will go based on their understanding of a particular genre. In fictional stories, students should read thinking about what challenges the main character faces, and how he or she resolves these problems. Teach students to be alert for some of the predictable questions as they read, such as the lesson a text teaches, or the big, main idea of a text.

Secondly, students need to be able to read the question stem and predict the answer before looking at the answer choices. This way, as they read, they will do much more smart reading work, and will not be tempted by the distractors among the answers. In fact, the first few times students practice, you might choose not to give them the answer choices and instead have them write in the answer and/or circle in the text the part that supports their answer. Students are easily confused by multiple choice answers (that is the point of the distractors). Therefore, it is important to teach them how to construct a text-based response first, before revealing the possible answers.

Stage 1 – Desired Results

Established Goals: New Jersey Student Learning Standards for English Language Arts 2023

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events,

ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Social Studies 2020

New Jersey Student Learning Standards for Social Studies

- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

● 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.	

Computer Science and Design Thinking 2020
Computing Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Essential Questions:	Enduring Understandings:
● What can I do to prepare to answer questions based on a passage? ● Can I predict the answers to questions based on a passage? ● How do I analyze charts and graphs to determine important elements that answer questions?	*Students will be able to understand:* ● Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is. ● Test takers prepare to answer questions by predicting the answers before finding them. ● Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.
Knowledge: *Students will know:* ● Test takers preview the text to determine the genre and preparation for questions. ● Test takers predict the answers and then find them in the text. ● Test takers use charts and graphs to answer questions on the test.	Skills: *Students will be able to…* ● Scan passages and questions to determine the genre. ● Predict answers before finding them. ● Use charts and graphs to locate answers.

Student Resources
Rich selection of diverse articles/passages   Commonlit.org https://www.commonlit.org/   New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests   https://nj.mypearsonsupport.com/practice-tests/english/
Teacher Resources
New Jersey Student Learning Assessments (NJSLA) Resource Center New Jersey Assessments Resource Center   New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests English Language Arts Practice Tests   Commonlit.org CommonLit   NJ Digital Item Library   W Test Prep-Test Taking Strategies-Grade 4.docx

Reading/Literature Sample Test 2011-2013 - Grade 4

📄 Grade 5 Sample Test- OAKS.pdf

New Meridian Resource Cneter
https://resources.newmeridiancorp.org/released-items/?fwp_subject_facet=ela-literary-analysis
(Highly suggest using this website for specific NJSLA tasks)

▶️ NJSLA ELA Features Review - Grade 4 example, but appropriate for all tested grade levels.

Research Simulation Task - 📄 RST-PANDAS_BV-1.pdf

Stage 2- Assessment Evidence

Formative Assessments:

- Informal teacher observations
- Practice tests given throughout the unit
- Small group notes
- New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests English Language Arts Practice Tests

Stage 3- Learning Plan

Assemble test prep material by collecting state tests from previous years. Make your packet of texts from actual tests. Assemble texts from the last few years of state tests, using texts from your grade and put the passages in order of difficulty.

When possible, assess students on a computer device to mimic the conditions for state testing. Some platforms are: LinkIt!, Freckle.com, CommonLit.org.

Students will experience the following when taking the New Jersey Student Learning Assessment (NJSLA).

- **Multiple Choice**- allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
- **Multiple Select**- will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
- **Part A & Part B questions**- Part B of the question is asking for evidence to support Part A of the question

- **Drag and Drop**- student responds by selecting an available response choice and dragging it to the drop area and release
- **Inline Choice**- requires students to use a drop-down menu to make a response selection
- **Text extraction**- allows highlighted text to be pulled to a drop area
- **Tabbed Passages**- when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
- **Constructed Response Box**- an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit

If your students are unfamiliar with test-taking vocabulary, or you feel they need a refresher, introduce key terms before beginning lessons. You may wish to do a mini-lesson highlighting the following keywords, their meaning, and their characteristics or components:

- Genres: narrative, expository/informational, opinion/persuasive
- Types of writing: story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
- Actions: write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.
- Computer-based testing tools: bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

Create an anchor chart of these terms (and others you come across) to refer to throughout the unit. Include student-friendly definitions and examples.

During active engagement or independent practice time, give students sample prompts. Use the prompts in the Practice Booklet if needed. Instead of having students write the answer to the prompt, ask them to just interpret what the prompt means.

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. New Jersey Assessments Resource Center

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests. The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format, computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together. Tutorials

Additionally, the online practice test set includes: Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT). English Language Arts Practice Tests

Sample Questions from the NJSLA Grade 3 Practice Test:

Unit 1: Literary Analysis Task (LAT)

1. Part A: What does **cross** mean as it is used in paragraph 28?
   - Part B: Which statement **best** supports the answer to Part A?
2. Part A: How do the details in the story show the idea of "Con-tent-ment"?
   - Part B: Which detail from "Johnny Chuck Finds the Best Thing in the World" best supports the answer to part A?
3. Complete the chart to show the animals searching for the best thing in the world are described up to paragraph 2. Drag and drop **three** details into the chart.
4. Part A: What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?
   - Part B: Which detail from "Me First" shows another example of the answer to Part A?
5. Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.
6. Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Unit 2: Research Simulation Task (RST)

1. Part A: What is the meaning of **thriving** as it is used in paragraph 14 of the article?
   - Part B: What phrase in the article helps the reader understand the meaning of the word **thriving**?
2. Part A: What is the **main** idea of "A Howling Success"?
   - Part B: Which detail from the article **best** supports the answer to Part A?
3. Compare ideas from **both** "A Howling Success" and "The Missing Lynx." Drag the sentences and drop them into the Venn Diagram.
4. You read the articles "A Howling Success" and "The Missing Lynx." Think about the key details in each article that show how people can help animals.

   Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Unit 3: Narrative Writing Task (NWT)

1. Part A: What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?
   - Part B: Which detail from paragraph 14 supports the answer to Part A?
2. Part A: Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?
   - Part B: Choose two details from paragraphs 28 through 33 that support the answer to Part A.
3. Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.
4. Part A: What is the central message of the story?
   - Part B: Which sentence from the story supports the answer to Part A?

5. This story tells about Derrick's first camping trip.   Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

As you prepare your students for the test, please be sure to address these types of questions with your students. Please note that a majority of the New Jersey Student Learning Assessment (NJSLA) test questions for Grade 5 involve answering Part A and Part B type questions. Part B of the question is asking for evidence to support Part A of the question.

Test Taking Strategies- Lessons *(Approximately 9 Days)*

Important Note: While the texts to the lessons below are referenced, you should use the New Jersey Student Learning Assessment Practice Tests and the New Jersey Digital Item Library NJ Digital Item Library to teach the lessons. The same lessons can be done with different texts. Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

The information below is provided to demonstrate how the lesson could go and involve processing strategies. Some lessons refer to grade 4 passages. Only use grade 5 passages: New Jersey Student Learning Assessment Practice Tests and the New Jersey Digital Item Library NJ Digital Item Library

Resource for the lessons below: Grade 5 Sample Test- OAKS.pdf

Lesson: Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.

Teach-Today, we are going to look at some passages on a practice reading test (on the doc-cam). We want to identify what type of passage it is, whether it is narrative (fiction), non-narrative (non-fiction), science, how-to, history, biography, and informational. Knowing what type of passage it is, will help us better understand how to answer the questions.

First we're going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we'll look at the questions to see if that can help us any further, before we go back and read everything carefully.
Don't forget that good readers quickly scan the passage before going back and carefully reading the same text.

Now it's your turn. You and your partner are going to take the passage you have in your hands, and together quickly scan it, and the questions, and see if you can determine the type of text it is. I will be coming around to see how you're doing.   Remember, you're not reading every single word. After you scan and determine the text type, THEN, you'll go back and read every word carefully.

Keep in mind, good readers quickly scan the passage before going back and carefully reading the same text

<u>Lesson: Test takers recognize predictable questions by being alert for them.</u>
Note: Grade 4 Text is Used. Choose a grade 5 text appropriate for the lesson.

Teach-When reading a test passage we need to be "alert for possible test questions". The most common types of test questions can become predictable once we familiarize ourselves with them. So let's practice familiarizing ourselves with the types of possible questions.

The most predictable types of questions are:
Main Idea, Detail, Fact or opinion, Sequence, Vocabulary, Plot, Summary, Author's Purpose, Character Detail, Inference

We are going to read with our partners a short passage as if we were reading a test passage. (show on doc cam the passage from Oaks 4ᵗʰ grade sample test "Laurel Hill"). As we read, we are going to look for some of the possible predictable questions. (have pre-set partner groups) The partner groups will read the text with an alert eye together and stop to talk about what you've read. Discuss the types of possible questions you found in the text.

"With your partner, read the 1ˢᵗ sentence in the 3ʳᵈ paragraph starting with 'The oxen strained...' (give students a few moments to read the excerpt.)

"The oxen strained and pulled with all their <u>waning</u> strength." This can be a possible Vocabulary question and I know that because they have underlined the word "<u>waning</u>". (from Oaks sample test, Laurel Hill)

Teacher lead:

"Did you see a possible question about the main idea or sequence? How about the author's purpose or <u>vocabulary</u>? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let's write down one of the possible predictable questions that you found. (Teacher records the possible question on board/chart paper).

Example possible questions: What does waning mean? What does strained mean? Why were the oxen straining and pulling?

(Lead students to the underlined vocabulary word.) Look at this word, it's underlined, the reason it's underlined is because the test writers want you to focus on this word. It's important and they are going to ask you about it. So, whenever you see a bolded or underlined word the test writers are going to ask you about it. You can be sure that there will be a vocabulary test question about it.

Therefore, I know that that word is important to remember. I will pay attention to that word and how it's used in the text. "Alert test takers can predict questions!"

(Teacher, have this passage on doc cam, ask students to read)

The road was rough and hard to follow. Up and down it went, over sharp rocks, through mud holes, twisting and turning around stumps and tree roots and fallen logs.

"This must be the worst road ever devised," sighed Mother, after we had been struggling for hours and getting nowhere. (pg.1 Oaks 4th sample, Laurel Hill)

"Did you see a possible question about the main idea or sequence? How about the author's purpose or vocabulary? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let's write down one of the possible predictable questions that you found. (Teacher records the possible question on board/chart paper).

Example possible questions: Why did Mother sigh? What was the road like? How long did the trip take?

"These are some wonderful examples of kinds of questions that 'Alert test takers can predict!'"

Lesson- Test takers prepare to answer questions by reading and coding question stems.
Note: Grade 4 Text is used. Choose a grade 5 text appropriate for the lesson.

Teach: All questions fall under two headings: Whole-text questions and Detail Questions. (write these in T-chart format on poster paper-or have this up and ready) The reason it is important to know is so that if it is a whole text question, you know to think across the WHOLE story. Thinking about what happens, thinking about the main ideas and characters over all. Whereas a detail question will ask you to zoom in on one particular detail, that detail may be in one particular word, one character, in one line, or in one section, or in one paragraph of the passage.

There are some word clues in the questions that can help you determine what type of question it is. For Whole text questions these are the clue words you can look for: main, mainly, most, mostly, most likely. (label these on the t-chart) Whole text questions will have these types of words, indicating for you to think across the WHOLE story.

There are some word clues in the questions that can help you determine what type of questions it is for DETAIL text questions. The detail word questions will have these clue words that you can look for: Detail, best supports, fact, event, section, line, phrase, right before, first, then, next, after, finally.

Teacher projects possible detail or whole questions on board and asks students to identify whether the sentence is a "whole" or "detail" text question.)

Example questions:

- Which is the main idea?
- What is the passage mostly about?
- What is the best title for the passage?
- Which choice best tells what the passage is about?
- What does the character do after he goes to the park?
- Which detail best supports the idea that…?
- Which event in the story happens first?
- What happens right before…?

Pair share: Students will pair share in discussion and identify which question is a "Whole text" or "Detail text" question.

While students pair share the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students who correctly labeled the questions to share.

Independent work: (Use 5th grade excerpt from previous assessments. The students will label the questions as either "whole text" or "detail text".

Lesson- Test takers prepare to answer questions by predicting the answers before finding them.
Note: Grade 4 Text is used. Choose a grade 5 text appropriate for the lesson.

Teach: (guided practice: Laurel Hill passage only use question 1 as example)

Watch as I read the passage. You will also notice that I will immediately read the questions, then I will predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. (Teacher will need to have a short passage from the sample Oaks test w/questions and blocked off answers, no multiple choice available)

(use same passage with question 2) A group of students will read a short passage and questions on the SMART board and predict possible answers found in the text.

Independent: (use same passage for remaining questions)

(Have students practice the first few times by reading the passage and the questions. After they read both the passage and the questions, have the student fill in their own answers without looking at any multiple choice answers; they may highlight the predicted possible answers in the text part that supports their answers.)

Lesson- Test takers confidently tackle test questions by recognizing and understanding common test language and by being alert for deceptive answers.

Note: Grade 4 Text is used. Choose a grade 5 text appropriate for the lesson.

Teach: ***Hmmmmm.*** WHY would the test writer want to fool you? Well, there are many answers to that like: A) The test writer wants you to fail. B) The right answer really isn't important. C) The test writer thinks she or he is smarter than you are. D) If you don't really understand what you're reading, your teacher can better focus on your reading needs.

Well, that is an EASY one, isn't it?!? The answer is obviously D because it's a test to determine how you read, how well you understand what you're reading, and what holes are in your reading and comprehension of the text. However, on the tests that you'll take, the answers aren't that easy to deduce or figure out. We need to think like a detective by using clues and asking questions to better understand what we're looking for. For example, let's look at _Philippe and the Blue Parrot_ that I will put up on the board for you. (FYI TEACHERS: Believe it or not, there is a TYPO in paragraph 5 – you may want the students to try and find it.) THEN: (Teacher shares and reads _Philippe and the Blue Parrot_ using the document camera and then focuses on Question Number SRV 1 (Vocabulary): Don't forget --- **test writers want to trick you by making all the answers seem correct.**

1: Philippe's mother told him to watch for the golden earring. When used this way the

word *watch* means to

A. guard against.

B. examine closely.

C. look for carefully.*

D. measure time.

OK… **BEWARE!!! Test writers want to trick you by making all the answers seem correct.** Let's look at A – "guard against" When I hear the word, "guard," I think of the guards at the jail with a uniform and a weapon. They stand tall and protect the public. B says "examine closely" which is what we do when we're being detectives with our magnifying glasses. In this case we want to make sure that we get every detail and not miss one single thing. C says "look for carefully." This is when I'm on an Easter egg hunt searching for those hidden colored plastic eggs filled with goodies. D. says "measure time" and it makes me think about lunchtime and when we get to eat. That's when I look at my watch a lot. **Test writers want to trick you by making all the answers seem correct**. Which two questions are very similar and which is the BEST POSSIBLE ANSWER???

Working in pairs, students will be able to number the paragraphs in order to refer back to the text when discussing and collaborating to determine/find the best possible answer for each prompt. Students will refer back to the text and determine the second part to the prompt (the answer). Students determine

this answer after referring back to the text in paragraphs 4 and 5.   Students will be able to rank the BEST POSSIBLE ANSWER as Number One, the second as Number Two, etc.

Once students are working together, the teacher needs to walk around the room assessing students' understanding of the prompt and its possible deceptive answers. Students need to be searching for evidence from the text and provide proof/evidence of what they're saying is based on information from the text.

Teacher also needs to be listening to the following sentence frames (which should be written on the board or projected for students to refer back to):

1. I believe that the answer is _____ because _____ .
2. Paragraphs _____ and _____ state that _____ which makes me believe the answer is _____ .
3. The answer is _____ because paragraphs _____ and _____ state _____ .
4. The two most likely answers are _____ and _____ because _____ .
5. If I were to choose the two best possible answers, they would be _____ and _____ because _____ .

Class will then see a visual representation of what their fellow classmates determined to be the best and least possible answers by choosing one of the four corners of the room which have been determined "A," "B," "C," or "D," by quietly and safely walking to a specific corner with their partners placing a sticky note there with the written "answer." (Sticky notes will stay in the corners.) Students will be able to complete the prompt **SRC 3 (page 3 of the Test Sampler)**: "Philippe painted his first *Blue Parrot in the Sun* … (students should be able to determine the answer to be **D "to make a birthday present for his mother**.")

Lesson-Test takers tackle nonfiction passages by paying attention to text features.

OAKS 5th Grade Sample Item Salt Marsh, OAKS 3rd Grade Sample Item Alive and Well (Choose a 5th grade passage for practice.

Teach-We have already discussed text features in our unit on non-fiction. These are captions, table of contents, glossary, index, graphs, charts, headings, subheadings, illustrations, photos, call-outs. We already know how to use them.

Remember that on the test you just need to use what you know. Test-takers know what text features do and take advantage on the test. (*Teacher shows the top paragraph from Salt Marsh.*)

Here is a sample item from the OAKS test. Look at the heading and the blurb underneath. Remember to use what you know. The heading and blurb will tell us what the article is about before we even read it. I know that this article is going to be about salt marshes. Maybe, I don't know what a salt marsh is,

but the purpose of the blurb in a title is to get my schema going. In the blurb it talks about beaches. Right now my schema is telling me that a beach and a salt marsh have something in common.

See what I did there? I used the text feature to get my schema going and predict what the article will be about even if a part of it was tricky. (*What is marsh?*) Test-takers know what text features do and take advantage on the test.

(*Teacher shows the whole article.)* The rest of the article looks just like an article from OAKS. There are a lot of words, and questions at the end.

How many people would skip over this picture in the middle? I wouldn't do it, because this picture gives us a lot of important information and can assist us with answering some of the questions. Without reading this article I know that a marsh has land, water, and animals. This picture helps me to confirm what my schema was telling me that this article would be about. If I skipped over it, I would have missed important information. Text features serve a purpose. Test-takers know what text features do and take advantage on the test.

There are a lot of text features that will show up on the test. We know why and how to use them all. Don't get nervous and don't skip over them. Test-takers know what text features do and take advantage on the test.

Now it's your turn. (Teacher shows Alive and Well article. *Choose Grade 5 text*.) Let's practice using text features (table of contents, blurb, and heading) to write three sentences about what this text will be about. Turn to your elbow partner and write it on your white board. I will give a minute to complete this. (Teacher walks around to monitor that students use text features correctly.) Test-takers know what text features do and take advantage on the test.
Let's get back together. Who would like to share their predictions? (Teacher takes two or three answers from volunteers. After the share, the teacher acknowledges what a great job the students did.)
Let's quickly look at one question. What page should you go to if you want to read a little bit to get an idea of what the whole book is about? Who can answer this and tell me why using the table of contents? Exactly, Page 5 is the introduction, and the introduction will give us an overview of the book

Lesson-Test takers answer questions about the purpose and main idea by thinking about the whole passage.
Note: Grade 4 Text is used. Choose a grade 5 text appropriate for the lesson.

We know that people who make tests put tricks in questions to confuse you and make them harder. They do this a lot with main idea questions. If I asked you what this story is about and you told me it's about how a head female and a head male take care of their young, you wouldn't be wrong- it is a part of the story. But it is in only a part, only one paragraph talks about that. When we talk about the main idea, we have to remember the word **mostly**. Remember mostly, main, my own. Is the story mostly about a head female and male taking care of their young? No.

One way that test makers trick you is because they have you look at paragraphs and parts, instead of a text as a whole or the most. The main idea of a text is something that the whole text or most of the

paragraphs talk about. This text mostly talks about wolves running in packs and pack dynamics. Almost every paragraph talks about that. Even the title hints at the main idea of this reading selection. In fact, questions that ask about the main idea could ask for an alternative title for this text.

Do you see what I just did? I created my own main idea before I ever read their options. Options that try to trick you will be about parts of the text, paragraphs, but not the whole text. You might get a question about the main idea of a paragraph, but if it has such words as **mostly**, **main idea**, **best title**, or **best choice for the passage**, it is asking you about the main idea of the whole passage. Remember to come up with your own main idea before reading the answers, this will help you avoid falling for their tricks. Mostly, main, my own.

Now it's your turn. Take a minute to reread this article. (*Teacher projects the text <u>A Wild Ride</u>*.) You have read this article before, so I will give you a minute. I want you to remind yourselves what the article is about. When you are done rereading it, come up with the main idea of the whole article to answer the question "The author most likely wrote this article …" I will not give you the options, but want you to come up with the answer on your own. Don't get tricked by the fact that the article is broken into smaller sections. Remember: mostly, main, my own.

Who would like to share what the main idea is? (*Teacher picks a few volunteers to share their main ideas*.) Now if I gave you the options, (teacher lists four potential answers) what would you say the best answer is? That's right- B. Look how similar it is to what we have come up with. Mostly, main, my own.

<u>Lesson-Test takers comprehend step by step ("how to") directions by examining the subtle/pivotal details in the questions.</u>
Note: Grade 3 Text is used. Choose a grade 5 text appropriate for the lesson.

Teach- When you see a recipe or directions on how to make something, or any other step-by-step article, you should take a deep breath, because all the answers will be right there in the text. But don't relax: even though the answers are there, you still have to find them and avoid the tricks.

These questions are usually sequencing questions with extra details. Don't skip the details, as they are important. Even if you think you know the answer, go back and double check. The answer is in the details.

Let's look at this recipe for cheesy biscuits. (*Teacher projects the text <u>Cheesy Biscuits</u>*.) I read this once and I feel confident that I can answer the questions. I know the ingredients and main steps to take: mixing the ingredients, roll them out, put them in the oven. I am done, right? Ready to do the questions.

The first question asks me how I know when my biscuits are done. Thinking back to yesterday, I am going to think of my answer before I read the options. Somewhere it said, "Bake for 10 minutes." So that must be the answer. OK, let's look at the options.

My options are:

1. They will be brown.

2. There will be about twelve of them.

3. They won't stick to the baking sheet.

4. The salt will dissolve.

Oh, no, it's not there. Teacher, the test makers got the test wrong. Or maybe, I should go back and reread the portion that can give me necessary clues. Do I go to the beginning with the ingredients? No. Do I have to read all the instructions from the beginning? No. "Done" means end, so I check the end of the text. Here it says, "10 minutes or until brown." Aha, here is the answer. Going back and rereading the right spot really made a difference! The answer is in the details.

Sometimes the test makers throw in words like **before**, **after, next, last**. These all point to sequence. If it asks me something that happened before the other thing, I know my answer will come earlier. Earlier, but not first necessarily. Just because it comes before, does not mean it comes first.

Sometimes they trick you into thinking it happened right before or the last thing ever that happens in the directions, but as long as it's the last thing listed or an event that happens before another, it's the right answer. Here is an example. What do I do before I use the rolling pin? Let's say I have some ideas in my head: mostly I have to mix the ingredients. Now if my options were: use a cookie cutter, put circles on a baking sheet, or add baking powder and salt, the correct answer will be add baking powder and salt even though it does not happen right before I use a rolling pin. It's still the only option that happens before. The answer is in the details.

Now it's your turn. I am going to show Questions 2 and 3 to you. I want you to turn to your partner and answer them together, making sure to go back and find the answer in the text before reading their answers. (*Teacher gives students 3 minutes to work*.)

Who would like to share their answers and why? Remember that the answer is in the details.

Lesson-Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.
Note: Grade 3 Text is used. Choose a grade 5 text appropriate for the lesson.

Teach: Watch me as I show you how this works. Looking at this chart, before I answer any questions about it I need to figure out what it represents. The best way to do this is to look for a title or description. This chart has a title of Enjoying Life. *Teacher refers to an enlarged chart on festivals in Thailand.* This title doesn't give me a lot of information but if I read the description right below the title it might tell me more. *Teacher reads the description below the title.* Right here in the description I learn that this chart is about festivals in Thailand.

Now that I know that chart has information about festivals in Thailand, I can look closer at how the information is organized. At the top of each column I see the headings: Festival, When It's

Celebrated, and How It's Celebrated so I know this chart will include the names of different festivals and when and how they are celebrated.

Finally I can look closer at the information included in the chart to learn about the specific festivals. Once I have read the chart I'm ready to answer questions about it.

My first question says: *Teacher reads the question while showing it for the class to see.*

If you traveled to Thailand in October, which festival might you see?

A. Flower Festival

B. Candle Festival

C. Thai New Year

D. Rocket Festival

This question wants me to figure out what festival occurs in October. To answer it, I must refer to my chart and because it wants to know about when a festival occurs, I need to look at the column that shows when different festivals happen. *Teacher refers to the chart.* Here I can see that the festival that occurs in October is the Loy Krathong festival. Looking at my options though, I don't see that festival listed. Guess I better refer back to the chart and see if the festival has another name. It does! It's also called the Candle Festival which is listed below in parenthesis. Therefore, I know the correct answer is B. That is how test takers analyze the information and purpose of charts and graphs.

Now it is your turn to try this. Here is another question about this chart. *Teacher shows the following question to the class.*

You can attend two festivals during which month?

A. February

B. May

C. October

D. November

Working with your partner, use the chart to help you figure out the answer to this question.

Great! _____ and _____ used the chart to see that the Royal Plowing Ceremony and the Rocket Festival both occur in May. That is how they figured out the right answer is B.

<u>Lesson-Test takers can determine the meaning of the word by using context clues or reading around the word.</u>

Teach: Students, I am going to use an article that we have already read, but today my focus is determining the meaning of words, when I'm not sure what they mean. I will be working on two different ways to determine the definition of a word.

(Teacher will find a good example of a sentence that displays this trait. For example, "He crushed the candy into dust when he **pulverized** it." Or, "He **pulverized** the candy, crushing it into dust.")

The first strategy is to refer to the sentence where the highlighted word is found. Oftentimes the author will define the words right before or right after using the vocabulary word. This is called, 'reading around the word.' It is a strategy that can help you figure out what a word means.

(Teacher will display the article for the students with pre-selected words highlighted. Teacher will find a good example of a sentence that displays this second trait. For example, "He **pulverized** the candy. After wiping the dust off his hands…" Or, "Dust flew into the air when he **pulverized** the candy.")

The second strategy I'm going to use to define a word I come across is to use the context, or the words around the highlighted word, to help me figure out what the words mean. Oftentimes, the parts of the sentence before and after the word will give us clues as to what the word means. Remember, good readers can determine the meaning of the word by using context clues or reading around the word.

(Teacher will have a selected article with selected vocabulary words that would exemplify these vocabulary traits. Have a few specific examples that can be used this time.)

Good readers can determine the meaning of the word by using context clues or reading around the word. Let's try this as a class a couple times. While we read this article, we will identify some words that we may not fully understand.

The second time we do this, you will need to identify a word that you may not fully understand. Then you and your partner will try to use the context clues to help you understand what the word means. Good readers can determine the meaning of the word by using context clues or reading around the word.

Lessons Resource- W Grade 5 Test Prep Unit.docx
Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

Unit Plan Title	Reading in the Content Areas - Social Studies - Civil Rights
Suggested Time Frame	Approximately 38 Days

Overview / Rationale

This unit focuses on reading to learn as students read about science or social studies topics related to their current curriculum. The emphasis in this unit then is on reading to gain knowledge and construct ideas. For this unit, you will need baskets of texts (similar to the nonfiction unit) on the topics students are to explore (Human/Civil Rights). Use the read aloud to support this work. In this unit, you will return to some nonfiction reading strategies taught earlier in the year such as identifying the main idea and supporting details.

Stage 1 – Desired Results

Established Goals: New Jersey Student Learning Standards for English Language Arts 2023

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies 2020
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking 2020

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 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).
- 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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 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.

Essential Questions:	**Enduring Understandings:**
	Students will be able to understand:
● How can I use all that I know about nonfiction reading and research to learn more about my Topic?	● Nonfiction texts can aid in understanding topics in other academic areas.
● How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content?	● Nonfiction strategies and tools are needed to read content based texts.
● How can I organize learning that allows me to read across multiple texts, studying multiple perspectives?	● Reading across multiple texts will give multiple perspectives on the same topic.

Knowledge:	**Skills:**
Students will know:	*Students will be able to…*
● To read across multiple texts on the same topic for different perspectives.	● Describe different perspectives on the same topic.
● Text structure aids in understanding the text.	● Use text structure to understand text.

Student Resources
Rich selection of high-interest nonfiction texts for Independent Reading. Multiple copies of leveled nonfiction texts for Guided Reading.
Teacher Resources
Instructional Guidance: 📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 7/1/… Informational Reading Learning Progression Rubric 📄 Informational Reading Learning Progression.pdf Newsela- https://www.newsela.com ReadWorks-https://www.readworks.org/ Epic! https://www.getepic.com/ CommonLit https://www.commonlit.org/en- Paired Text Sets   iCivics https://www.icivics.org/ Scholastic https://www.scholastic.com/home TIME for Kids https://www.timeforkids.com/ Reading A-Z https://www.learninga-z.com/ The Amistad Commision-Resources ▶️ What is a human right? https://www.youtube.com/watch?v=JpY9s1Agbsw 📄 Universal Declaration of Human Rights.pdf Additional Activity for Reading in the Content Areas-Social Studies (Civil Rights)- W Comparing Multiple Accounts of the Same Topic-Grade 5.doc   From the New York State Education Department: All ELA curriculum files will be available and will remain free and licensed under the Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA) license. https://www.nysed.gov/curriculum-instruction/engageny

Stage 2- Assessment Evidence

Formative Assessments:
    ● **Informational Reading Learning Progression Rubric (Formative Assessment):**
      Throughout the Unit check for understanding and refer to the Informational Reading Learning
      Progression Rubric to assess student progress (Heinemann Online Resource Go to Assessment)
 	
      Informational Reading Learning Progression Rubric

📄 Informational Reading Learning Progression.pdf

Check for Understanding: Building Vocabulary, Main Idea(s) and Supporting Details/ Summary, Inferring Within Text/Cohesion, Cross Text(s) Synthesis, Comparing and Contrasting, Analyzing Parts of a Text in Relation to the Whole, Analyzing Author's Craft, Analyzing Perspective, Critical Reading: Growing Ideas, Questioning the Text.

Reteach as needed during conferences, whole group and/or small group instruction.

- Writing About Reading
- Writer's Notebook

Summative Assessment: Students answer the following questions based on articles read in class. Teachers will choose an event that involves Civil Rights (i.e. The Story of Bus Desegregation).

- What groupings of people do you think were most affected by the event? Why do you think that?
- Do you think that people with different cultural or individual perspectives view this event differently? How so?
- Do you think that if the event took place in today's society that people would react the same? Why or why not?
- Our world is incredibly interconnected as we have noticed- how do you think that plays a role in our ability to understand perspectives of other cultures? Is it important to understand other perspectives? Why or why not?

Stage 3- Learning Plan

Instructional Guidance:

📄 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

- Guided Reading Groups are conducted every day (10-15 minutes per group).
  Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
  Choose instructional level text that is appropriate for the genre of study.
  For more information on the Structure of a Guided Reading Lesson: See
  📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8,* Pinnell and Fountas (2017). pg. 402
  Guided Reading Lesson Plan Template- 📄 Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 📄 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Reading- Gather texts on Civil Rights. The unit aligns with Unit 1-Global Citizenship and Cultural Understanding (Lessons 2,3,4,5) of the Grade 5 Social Studies Curriculum.
Articles provided are from Common Lit and are Paired Text Sets
https://www.commonlit.org/en/texts/dr-martin-luther-king-jr-changing-america/paired-texts -
📄 Articles for Reading in the Content Areas Unit.pdf
You may also use additional articles from Commonlit. The lexile level should be between 830-1010.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.
📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?district_id=30623

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.
Structure of an Interactive/Instructional Read- Aloud Lesson
- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:
☐ Copy of Interactive/Instructional Read Aloud March 2023

About the Unit: In this unit students work together to read and discuss multiple articles about Civil Rights. They will develop skills for reading informational text (understanding text through text structure and text features, main idea and supporting details, themes and lessons, summarizing,comparing/contrasting, point of view and notetaking). Students should be placed in groups for discussions.
Note: Choose Mentor Text (Articles) to model the skills for each lesson. Articles should be appropriate for skill taught (i.e, text features, multiple viewpoints, etc.).

Lesson-Begin the unit with a discussion about human rights.   ▶ What is a human right?
https://www.youtube.com/watch?v=JpY9s1Agbsw. Discuss the Universal Declaration of Human Rights (UDHR) from the United Nations. Dept. of Public Information.
Articles in the UDHR are claims about things that the authors of this document believe should be true for all human beings. Complete the note catcher for Article 1. This lesson is done to build background knowledge on human rights. Questions to ask: Why do you think they needed to write a document like this? Why should we pay attention to human rights? Write the ideas on chart paper to reference during the unit. ▤ Universal Declaration of Human Rights.pdf

Lesson- Identifying Structure
Today I want to teach you that researchers preview nonfiction articles by identifying the structure. Model the steps below.
1. Recall/Review text structure posters containing keywords to rev up your mind.
2. Scan subheadings, titles, and look for keywords that help identify the structure.
3. Finally jot an idea on a post-it or in your notebook about what you expect the article to be about and what ideas or
information you will learn.

Lesson- Creating Predictions
Today I want to teach you to analyze illustrations and pictures for the smallest details to create predictions. Model the steps below.

1. First start with analyzing a picture closely looking for details, objects, setting, color, etc.
2. Then think and answer, "Why did the author choose to show this?"
3. Finally connect and add to ideas you created with post-it notes or in your notebooks.

Lesson- Analyzing Text
Today I want to teach you to analyze all text features (timelines, graphs, maps, etc.) to preview nonfiction and generate ideas. Model steps below.

1. Start with analyzing the feature (timeline, graph, map, etc.) closely looking for details.

2. Then think and answer, "Why did the author choose to show this?"
3. Finally connect and add ideas you created with post-it notes or in your notebooks.

Lesson- Reading Articles with a Kean Alertness
Today I want to teach you that it is important to stay alert while you read articles and to either confirm or revise the ideas you make during previewing.

1. Keep the ideas you created for a particular article in front of their mind before they start reading.
2. Then read closely until your mind gets full.
3. Think, "Does this confirm my previous ideas? or Do I have to revise my idea?"
4. Finally, choose a note taking strategy to help you hold onto your information.

(Note: At this point students will choose a note taking strategy they are comfortable with. During the next few lessons you may review if necessary).

Lesson- Taking Notes by Adding Supporting Details to the Main Idea
Today I want to teach you to constantly read looking for the main ideas and take notes by adding supporting details to them.

1. Students read until their minds get full. This could be a whole sub heading or a group of paragraphs. 2. Then draw on strategies to find the main idea (pop-out sentence, think what it is all about, etc. You may choose to break these down to individual teaching points or small group work).
3. Jot a main idea down and support with key examples from the text.

Lesson- Analyzing Main ideas to Construct a Central Idea
Today I want to teach you to analyze all the main ideas from one article and figure out how they fit together under one central idea.

1. Review a text that has multiple main ideas and reread ideas.
2. Identify a connection between the ideas by thinking, "What do all these main ideas have in common?, What are they all about?"
3. Finally construct a central idea that encompasses all the ideas.
4. Check your central idea to make sure it matches.

Lesson- Summarizing Main Idea
Today I want to teach you to analyze the central and main ideas and rehearse completing a concise summary of the article in writing or practicing with partners.

1. First review the central idea and main ideas you collected on an article.
2. Rehearse in your head by stating the central idea.
3. Then describe how the author constructed the article by using main ideas and structures. It is also beneficial to use prompts to aid in summarizing.
4. Practice with your partner then write your summary.

<u>Lesson- Revisiting Our Summaries</u>
Today I want to teach you how to revisit structure to help revise summaries.

1. First read a snippet of text and figure out the structure.
2. Use key aspects of the structure to help show or develop main ideas of the text.
3. Check to make sure the idea includes characteristics of that structure.
4. Revise or add to your summary.

<u>Lesson- Rereading Through the Lens of Structure</u>
Today I want to teach you to reread different articles on the same topic with the lens of structures.

1. First find two articles discussing the same topic or an article with multiple structures.
2. Identify the main ideas from those parts that include different structures.
3. Think about the differences and how they were accomplished through changes in structure by constructing a theory in your notebook comparing the two parts or articles.

<u>Lesson- Using Strategies to Figure Out Unfamiliar Words</u>
Today I want to teach you that when you encounter unfamiliar vocabulary use strategies to figure out the meanings of those words.
(Note: Could be a brainstorming lesson, since students in 5th grade come with many strategies).

1. Having students jot down a list of strategies they use when they run into a word they don't know.
2. Identify the unfamiliar word.
3. Choose a strategy to use from the list generated
4. Finally, keep reading and checking to see if your meaning is correct. It may be useful to check other sources, such as a glossary or your reading partner to confirm ideas.

<u>Lesson- Jotting Down Only the Important Information</u>
Today I want to teach you to choose only what seems important to jot down and jot in your own words, quickly, without full sentences.

1. First write the title of the article or book with the page number.
2. Read until your mind gets full.
3. Then think/rehearse with fingers all the details explained in the section.
4. Come up with a main idea that encompasses all the details
5. Jot down the main idea and underline then jot down supporting details quickly without full sentences.

<u>Lesson- Revisiting Notes to Revise for Accuracy</u>
Today I want to teach you that it is important to revisit notes to make sure that key people, places, and events are included.

1. First review a particular note.
2. Then question whether there is a need for a content area word?

3. Add in a revision to note and underline word for easier access later

Lesson- Adding Quotes to Our Notes
Today I want to teach you to add quotes within your notes to help make future writings easier.

1. First notice/filter any section of a text that is powerful. Make sure this section is not too big.
2. Incorporate quote into a supporting detail quote that matches.
3. Check to make sure the quote fits the main idea.

Lesson-Incorporating New Learning Into Existing Notes
Today I want to teach you that sometimes it's important to incorporate new learnings into existing notes.

1. First when reading an article, think if you have taken notes on this topic or idea before.
2. Flip through your notebook and find a main idea that could fit the information you gather from the new article.
3. As you read the new article, jot down information into a new section, but include the article and page number so you can reference later. You may decide to start new notes, but it is important to start thinking about grouping the information under similar main ideas or other types of notes.

Lesson- Analyzing Questions to Think Deeply
Today I want to teach you that it is important to take the time to question your teams or yourself on your topics and subtopics.

1. First, analyze the list of questions that help you think deeply about your topic (Why was my topic significant to American history? Why do we still care about this topic today? Why have authors taken time to write books/articles on it? How does my topic change American History or life in America?).
2. Then ask one of these questions by showing evidence from your research.
3. As a team record and listen to ideas.

Lesson- Using the "Lingo of Experts" When Talking or Writing About Our Topics
Today I want to teach you that it is important for teams to incorporate the "lingo of experts" when talking and writing about their topics.

1. First, look for words that show up again and again in the text or that have that textbook bold letter feel. Sometimes the word could be a descriptive word. For example, the word "reluctant" may describe Dr. King at first in accepting his election as president of the Montgomery Improvement Association.
2. Then compile a list of words and group them with other words that share a similar category in a glossary or create a word wall with your team (People, Events, Places, Objects, Descriptive Words).
3. Finally, practice using them in your jottings and discussions in your group.

<u>Lesson-Using "Thought Prompts to Push Thinking and Develop New Ideas"</u>
Today I want to teach you to grow ideas about a topic using the same "thought prompts" that you use to grow ideas in talking.

1. First it is important to look back at your main ideas and supporting details and use them as a starting point.
2. Analyze the main ideas and ask yourself, "Why was this important? What did this allow people to accomplish? Why is this so important for the study of Civil Rights?" Main ideas work well for this type of work.
3. Then use prompts to push your thinking and to develop new ideas on a new type of page in your notebook. These will be on new pages for thinking.
▪ I used to think…but now I realize…
▪ At one point I thought…and now I think…
▪ My ideas about….are complicated.
▪ On the one hand, I think…While on the other hand, I think….

<u>Lesson- Asking Questions to Consider Causes, Consequences and Relationships of Events in History</u>
Today I want to teach you that it is important to ask yourself questions to consider causes, consequences, and the relationships of events in history.
(Note: Use the same steps as above lesson, but ask yourself these questions and then push your thinking using class prompts).

1. Does that remind you of anything you have already learned?
2. What might be a result of _____?
3. What might lead to _____?
4. What do you think caused_____?

<u>Lesson- Using Notes for Discussion</u>
Today I want to teach you to use your notes when having discussions about your topics.

1. Gather and review your notes before discussion
2. Make a plan for the idea/s you want to share in order of importance.
3. Take the time to stop and develop an idea by referencing another section of notes or the text.

<u>Lesson- Raising the Level of Notetaking</u>
Today I want to teach you to raise the level of your note-taking.

1. One way to raise the level of note-taking is to switch notebooks with a partner and give feedback using the skills we have learned.
2. Leaving post-it and comments could help you improve.
3. Another way is to read and take notes on the same article during one day in class and compare notes at the end. What was different? The same? Dates and vocabulary including? Let's look at the text together to clear up some misunderstandings.

Lesson- Tackling Harder Text

Today I want to teach you to tackle harder texts by using partners and strategies to make the reads easier.

1. Brainstorm list of steps/strategies that partners should use to help readers tackle hard texts.
2. Preview the text and make a quick summary before reading.
3. Discuss with your partner.
When parts get difficult, push past them.
Continue to summarize as much as you glean, even if you aren't able to grasp everything.

Lesson- Reading Complex Text

Today I want to teach you that by reading the first and last sentence of every paragraph you can read complex texts easier.

1. First, students read the first and last sentence and think, "What is the main idea?"
2. If you can't get the main idea you skim the section as well.
3. Then pick some supporting details to match your main idea.

Lesson (2 Days)- Compare Ideas Across Multiple Texts

Today I want to teach you to think across your texts and compare the ideas you have been generating.

1. First, ask yourself questions such as…
● What are the most important ideas that I want to forward?
● How can I pop out the really big ideas, maybe by writing or saying more about them, maybe by using text features to help make those ideas more important to people reading and listening to me?
● Why should people care about this subtopic?
● How does this topic change or add to a person's understanding of the topic?
2. Think and write your answers to these questions. They are lesson ideas.

Lesson-Develop Big Ideas

Today I want to teach you to look over all your ideas and find what they have in common to develop bigger ideas.

1. First ask, "What do all these have in common? What is different about these ideas?"
2. Then zoom in on the ideas. Sort main ideas into categories. Then ask and answer the questions above.
3. Create theory using the answers from prompts that hypothesize/speculate (Maybe it was….It might have been the case…., etc.). Then create a theory chart to keep track of the ideas.

Lesson- Using Themes and Lesson From a Time Period

Today I want to teach you to create theories by using themes/lessons from the time period to formulate their ideas. (Note: You can brainstorm a list of themes that fit Social Studies.)

1. First review your notes and think about words that are common themes in our world (Power, progress, passion, greed, etc.) Then analyze your main ideas to find words that match.
2. Then construct a sentence using that theme word. For example, Progress seems to mean only progress for some; other groups lose out…, Throughout American History, it seems that one way of being powerful was to get more land, etc.

Lesson (2 Days)- Reading More Critically and Deeply
Teach you to read critically and more deeply by considering what details the authors of their texts have included and compare them with other views.

1. First, hunt for your notes and theories on the same topic (One author may focus on ….. As courageous, while another author focuses on the destruction of …. American Cultures).
2. Then think by asking,
● "What is conflicting about the two theories or ideas?"
● The text says, "....", but this text says "...."
● The text conflicts with what the other text said by…
● This text builds on what the other text has said by…
3. Finally, record the discrepancies or supported ideas from authors for later consideration using a chart or post-it note.

Lesson (2 Days)-Writing Summaries that Include Multiple Viewpoints
Today I want to teach you to give summaries that include multiple viewpoints on a particular topic across all texts.

1. Find the article you used mainly for an idea.
2. Pick another article that discusses the same topic.
3. Find the main viewpoint of the author.
4. Write a sentence in your summary/theory acknowledging the viewpoint, by using specific prompts.

Lesson (2 Days)-Figuring Out Author's Point of View
Today I want to teach you to read to figure out the point of view of the author and analyze how the author is swaying you to think a certain way about the topic.

1. First students should reread articles that are particularly strong for the theories you constructed.
2. When you approach a part that sways you to one side analyze it for what moved you. For example, an author may say, "the clerk at the desk rudely sent her home because of her race" (from *Marion's Revolution* by Sudipta Bardhan-Quallen). The word "rudely" gives you the idea that the author felt that the clerk was not polite or could have been offensive.
3. Form an opinion using text evidence or the words that detail the author's viewpoint.

Lesson- Compare and Contrast the Author's Approaches Across Multiple Articles

1.Pick two articles with the same topic (i.e., The Story of Ruby Bridges)
2. Model for students how to analyze the author's approach to the article/topic.

3. Pay close attention to word choice. Students repeat the work with their articles.

Lesson-Understanding the Impact of Point of View
Today I want to teach you to understand and know the impact of a first person account.

1. Identify the point of view of an article before reading. (I, me, you, they, etc.)
2. Read the document and ask yourself, "What do I feel after experiencing the event through this person's eyes?"
3. Use evidence of feeling to include in theories.

Lesson- Analyzing Organization
Today I want to teach you to find the author's point of view by analyzing organization priority, text structure, text features, and examples that they chose to use.
(Note: Any one of these lessons could be its own teaching point, but it could also be posed as a group all at once).

1. Students can reread critically zooming in with questions…
● Why did the author start the passage with that image? Fact?
● Why did the author most likely say this?
● Why is that [illustration, map, timeline, etc.] included?
● What point does that example support?
2. Think about what those answers tell you about the point of view of the author using a prompt that includes evidence.

Lesson- Pushing Thinking Further
Today I want to teach you to revisit critical questions and push your thinking further.

1. First students should pick a question they feel particularly strong about from a list of questions:
● Why was my topic significant to American History? Why do we still care about this topic today? Why have authors taken the time to write books on it?
● How does my topic change American HIstory or life in America?
● What are the benefits and consequences related to my topic? Who benefitted? Who did not? How were different groups of people affected?
2. Then answer questions by using any prompts to push your thinking including theories, and evidence from multiple sources.

Lesson-Assessment- Students answer the following questions based on articles read in class. Teacher will choose an event that involves Civil Rights.
Assessment:
   ● What groupings of people do you think were most affected by the event? Why do you think that?
   ● Do you think that people with different cultural or individual perspectives view this event differently? How so?

- Do you think that if the event took place in today's society that people would react the same? Why or why not?
- Our world is incredibly interconnected as we have noticed- how do you think that plays a role in our ability to understand perspectives of other cultures? Is it important to understand other perspectives? Why or why not?

NEPTUNE TOWNSHIP SCHOOL DISTRICT
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An Affirmative Action Equal Opportunity Employer

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