

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Fifth Grade

PARCC Aligned Curriculum Guide
Module C



School Year 2014-2015

Grade 5 Unit Plan

Module C

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning**.

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"I appreciate the text, Kate, but next time
you can just raise your hand."

Grade	5
Module	C
Unit Theme	Analyzing to Choose Sides
Unit Summary	In Unit 3, students will be engrossed in various informational, narrative nonfiction and historical fiction texts focused on the theme: <i>Analyzing to Choose Sides</i> . Using the JOURNEYS anthology as the starting point, the students will read various short informational, non-fiction & fiction texts that push students to delve deeply into topics becoming experts who can communicate knowledgeably on a topic. Students will be able to communicate authors' stances on a topic as well as their own. In addition to using JOURNEYS, the teacher will use mentor texts such as novels, picture books as read-alouds, articles, videos and documentaries, and excerpts from larger texts. Students will also read and analyze literature to aid in understanding non-fiction and informational texts.
Big Idea	In this unit, students will explore the theme of <i>Analyzing to Choose Sides</i> . Students will closely analyze texts to determine authors' purposes, to make connections and to evaluate and critique texts. Using text features, graphic features and the characteristics of texts' structures, students will delve into complex fiction, non-fiction and informational texts to draw conclusions, infer, make connections and to delve deeply into a topic as a researcher would. Students will engage in class and peer discussions to push their understanding of topics and to closely analyze how writers of non-fiction and informational texts use crafts and techniques to effectively write in the genre. Students will also closely read literature to understand characters' motivations and points of view.
Pacing Guide	Unit 3 9 weeks (Third Marking Period)
Background	<p>To understand texts, students should be able to:</p> <ul style="list-style-type: none"> • articulate the structure of a text in order to analyze the author's technique • understand point of view as an opinion • understand <i>First</i> and <i>Third</i> person point of view • read closely to identify main ideas • read closely to identify authors' purposes • articulate the importance of understanding an informational text's structure to understand its meaning. [The structures of these texts are: Cause/effect; Chronological/Sequence; Problem/Solution; Descriptions; Comparison/Contrast; Propositions/Support] • understand characters' motivations and points of view • read texts to gather information and draw conclusions before declaring an opinion or idea • engage in meaningful classroom discussions where they speak about and listen to the analyses and critiques of texts • express their thoughts through writing

	<p>Note to Teacher:</p> <p>You will be using unit 4 of the <i>Units of Study</i> [The Research-Based Argument Essay]. Although argument writing enters the standards at grade 6, Lucy Calkins has created highly effective and engaging sessions that introduce grade 5 students to argument writing. The work in this unit is rigorous. Students are expected to structure their writing so that it includes claims that are supported by reasons that are backed by evidence. Ensure that you are helping students create an organizational structure where ideas are logically grouped to support the writer's purpose. Be sure to read <i>Overview of the Unit</i> (page vii). This will give you more insight into the major work of this unit.</p> <p>I strongly suggest that you use the articles on chocolate milk during the reading portion of your ELA block. Allow students to close read these articles in preparation for the writing sessions that will use the same articles. This will support students in understanding the texts that are presented during writer's workshop.</p> <p>Articles from Newsela will be placed in the Module C Resource folder. These informational texts are engaging, can be adjusted to be on a 4th or 6th grade level (for differentiating) and will lend themselves to opinion-based discussions and writing.</p> <p>Text analysis includes the ability to communicate the structure of a text and how structure is crucial to meaning. See the Prezis on text structure, text types and text features on page 18 of this document to support students in this area.</p>
<p>Learning Outcomes</p>	<p>Student Goals:</p> <p><i>To show proficiency, I will:</i></p> <ul style="list-style-type: none"> ▪ Read closely to analyze and critique texts. ▪ Use persuasive writing techniques in order to convey point(s) and convince an audience to agree. ▪ Use vocabulary strategies to determine meanings of unfamiliar words and figurative language ▪ Use the text to draw conclusions and make generalizations. ▪ Identify the main idea(s) in a text, as well as supporting details ▪ Use various text and graphic features when analyzing informational texts. ▪ Use various text and graphic features when analyzing non-fiction texts. ▪ Use speaking and listening to interact with others for the purposes of contributing to a class discussion, sharing and explaining ideas, viewpoints, and opinions, solving problems, completing tasks, presenting ideas and information, and recounting experiences in order to develop a deeper understanding of the text and the topic. ▪ Conduct research and organize writing using text and graphic features, summarizing, paraphrasing, direct quotes. ▪ Be able to compose an opinion piece on topics, supporting a point of view with reasons and information.

Essential Questions <p>How do readers determine the meanings of unfamiliar words within a text?</p> <p>How do writers compose effective opinion pieces?</p> <p>What do readers do when they do not understand everything in a text?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p> <p>How do I figure out a word I do not know?</p> <p>How do readers construct meaning from texts?</p> <p>Why conduct research?</p> <p>How do good writers express themselves? How does process shape the writer's product?</p> <p>How do writers develop a well written product?</p> <p>How can discussion increase our knowledge and understanding of a topic?</p>		Enduring Understandings <p>Good readers use vocabulary strategies such as using context clues, applying knowledge of Greek and Latin Word Roots, prefixes, and suffixes, and so on.</p> <p>Good writers conduct research, using various credible sources and reading through the information thoroughly, in order to select important and relevant information to include in their writing.</p> <p>Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension</p> <p>Words powerfully affect meaning.</p> <p>Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</p> <p>Researchers gather and critique information from different sources for specific purposes.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Oral discussion helps to build connections to others and create opportunities for learning.</p>	
Assessments	Formative: a process used by teachers and students during instruction that provides	Summative: cumulative evaluations used to measure student growth after	Authentic Assessment: Performance-based assessment is an alternative that is designed

	<p>explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.</p> <p><u>3 Types of Formative Assessments:</u></p> <ol style="list-style-type: none"> (1) "on-the-fly" (those that happen during a lesson) (2) "planned-for-interaction" (those decided before instruction) (3) "curriculum-embedded" (embedded in the curriculum and used to gather data at significant points during the learning process). <ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Talk Moves • Quiz • Quick-Writes • Concept Map • Think-Pair-Share • Use of Individual Whiteboards • Summaries & Reflections 	<p>instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.(State-mandated assessments ,District benchmark or interim assessments, End-of-unit or -chapter tests)</p> <ul style="list-style-type: none"> • State Mandated Assessments • DWA • Benchmark • End of Unit Tests • Open-Ended Responses to Literature • Published Writing Pieces • Selection Tests • On-Demand Writing 	<p>to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.</p> <ul style="list-style-type: none"> • See Culminating Activities (page 15-16) (Students are to select <u>one</u> activity of <u>their choice</u>).
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STANDARDS

Reading Literature

BUILT IN (STANDARDS THAT ARE A PART OF EVERY LESSON)	WHEN APPROPRIATE (STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the

	speaker in a poem reflects upon a topic; summarize the text.
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.7 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.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
	5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Reading: Information Text	
BUILT IN <i>(STANDARDS THAT ARE A PART OF EVERY LESSON)</i>	WHEN APPROPRIATE <i>(STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)</i>
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.5 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.5.8 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.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
Writing	
BUILT IN (STANDARDS THAT ARE A PART OF EVERY LESSON)	WHEN APPROPRIATE (STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<ul style="list-style-type: none"> • W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • W.5.1.B Provide logically ordered reasons that are supported by facts and details. • W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • W.5.1.D Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> • W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.5.2.E Provide a concluding statement or section related to the information or explanation presented.
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.5.3.E Provide a conclusion that follows from the narrated experiences or events. 	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis,</p>	<p>W.5.7 Conduct short research projects that use several sources to build</p>

<p>reflection, and research.</p> <ul style="list-style-type: none"> W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). 	<p>knowledge through investigation of different aspects of a topic.</p>
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening</p>	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or</p>	

themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1.D Recognize and correct inappropriate shifts in verb tense.
- L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.5.2.A Use punctuation to separate items in a series.
- L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.
- L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.
- L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.5.5.A Interpret figurative language, including similes and metaphors, in context.
- L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Reading: Foundational Skills

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.5.4.A Read grade-level text with purpose and understanding.
- RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Teaching Tasks-Reading	<p>Extended Informational Texts (Read-Aloud) (Select 1) (Grade appropriate texts. Suggestions are listed below.)</p> <ul style="list-style-type: none"> • <i>Listening to Crickets: A Story about Rachel Carson</i> by Rachel Carson. Lexile Level: 930. Guided Reading Level: 	<p>Tasks</p> <ul style="list-style-type: none"> ▪ Guided Reading ▪ Close Reading ▪ Cooperative Learning Groups
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	<p>R. Additional Themes: Saving the Environment, Courage, Bravery, Heroism</p> <ul style="list-style-type: none"> • <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis. Lexile Level: 1000, Guided Reading Level: U. Additional Themes: Civil Rights, Family Life, Tolerance and Acceptance, African American History • <i>Whale Rider</i> by Witi Ihimaera. Lexile Level: 810. Additional Themes: The Role of Girls in Society, Family Life, Acceptance • <i>March On!: The Day My Brother Martin Changed the World</i> by Christine King Farris. Lexile Level: 860, Guided Reading: S. Additional Themes: Civil Rights Movement, African American Historic Figures. • <i>Mrs. Frisby and the Rats of Nimh</i> by Robert O'Brien. Lexile Level: 790. Guided Reading: V. Additional Themes: Animal Testing, Courage, Bravery, Friendship and Survival. • <i>An Inconvenient Truth: The Crisis of Global Warming (Young Reader's Version)</i> by Al Gore. Lexile Level: 1070. Additional Themes: Environmental conservation, Climate Change, Global Warming, Greenhouse Effect. • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry. Lexile Level: 1000. Additional Themes: African American History, Slavery, Heroism, Abolition • <i>Island of the Blue Dolphins</i> by Scott O'Dell. Lexile Level: 1000. Guided Reading Level: V. Additional Themes: Determination and Perseverance, Native American culture, Respect for Humanity. • <i>Bud, Not Buddy</i> by Christopher Paul Curtis. Lexile Level: 950. Guided Reading Level: U. Additional Themes: Adoption and Foster Care, Running Away, African American Music, The Great Depression <p>Short Texts (Select 5-9) <i>(Literature includes adventure stories, folktales, legends, fables,</i></p>	<ul style="list-style-type: none"> ▪ Literacy Centers ▪ Text Dependent Questions ▪ Reader's Workshop ▪ Read Alouds ▪ Shared Reading ▪ Learning Log ▪ Exit Tickets ▪ Reader's Theater ▪ Socratic Seminars ▪ Jigsaw ▪ Responses to Literature
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fantasy, realistic fiction, myth, poetry and drama)

JOURNEY'S Selections

- ***Dangerous Crossing*** (Lesson 11 in JOURNEYS)
- ***Revolution and Rights*** (Lesson 11 in JOURNEYS)
- ***Can't You Make Them Behave, King George?*** (Lesson 12 in JOURNEYS)
- ***A Spy for Freedom*** (Lesson 13 in JOURNEYS)
- ***James Forten*** by Walter Dean Myers. (Lesson 14 in JOURNEYS)
- ***We Were There, Too! Joseph Plumb Martin and Sybil***
- ***Ludington*** (Lesson 15 in JOURNEYS)
- ***"Dangerous Crossing"*** by Stephen Krensky (Lesson 11 in JOURNEYS)
- JOURNEYS MAGAZINE

Additional Literature Selections

- ***Additional Texts in StoryWorks***

*(Non-fiction texts are biographies & autobiographies.
Informational texts are: books about scientific concepts,
technical texts—directions, forms—and texts displaying
information in graphs, charts, maps, etc.)*

Science (Select 1-2)

- ***Newsela*** Articles found in the Module C folder
- ***Additional Texts in StoryWorks***

Social Studies/The Arts

- <https://www.youtube.com/watch?v=lcIIrqZgxwE> [Clip from the Great Debaters: Integration of schools - PRO]
- <http://www.youtube.com/watch?v=CiHHQIWwIU> [Clip from the Great Debaters: Integration of schools - CON]
- ***Newsela*** Articles found in the Module C folder
- ***Additional Texts in StoryWorks***

Teaching Tasks-Writing	<p>Text <i>Lucy Calkins Units of Study: Unit 4 – Argument</i> [Bends I, II, III] <i>Write Source—Grade 5</i> (teacher resource) <i>6+1 Trait Writing</i></p> <p>Sample Opinion Topics (Research Reports)</p> <ul style="list-style-type: none"> ▪ Endangered Species ▪ Conservation Efforts ▪ Global Warming/Climate Change ▪ Deforestation ▪ Oil Spills ▪ Nonviolent Protests ▪ Animal Testing <p>Sample Narrative Topics Expose students to Narrative tasks that will be seen on the PARCC:</p> <ul style="list-style-type: none"> • Read a story, write an alternate ending • Read an incomplete story and write the ending • Read a story, re-write the story in another character’s view point 	<p>Portfolio Requirements</p> <ul style="list-style-type: none"> -Informational <ul style="list-style-type: none"> • On-Demand -Narratives <ul style="list-style-type: none"> • One On-Demand -Informative <ul style="list-style-type: none"> • 1 Research Project -Literary Analysis Task <ul style="list-style-type: none"> • Response to an Informational Text 	<p>Tasks</p> <ul style="list-style-type: none"> • Writer’s Workshop • Independent Writing • Shared Writing • On-Demand Writing • Journal Writing • Reflection • Quick-Writes • Seed Ideas/Small Moments • R.A.F.T. Prompts (Role, Audience, Format, Topic)
<p>Culminating Activity <i>(Authentic Assessments)</i></p>	<ul style="list-style-type: none"> ❖ <u>Create a Presentation:</u> (PowerPoint/Video/iMovie/Speech) outlining a stand on any of the topics studied this unit. ❖ <u>Sports Nation:</u> Students create a presentation (PowerPoint/Video/iMovie/Video- taped talk show) outlining why the team or player they are highlighting is the best in the sport OR highlighting any other issue in a given sport. ❖ <u>Are We There Yet?:</u> Students create a pamphlet on a special place and write a letter to family members persuading them to take them to this place. ❖ <u>Informational Guidebook:</u> Students will create a pamphlet/booklet advertising a National Park of their choice. The guidebook should provide information which persuades patrons to visit the park during a vacation or field trip. The guidebook should provide key details such as History, Interesting Facts, Activities & Facilities available, and so on. It should also include both text and graphic features. To make their campaign more compelling, students can film a commercial using iMovie or even design a trade show booth and host a summer travel ideas conference. ❖ <u>Proposal & Speech:</u> Students can compose a written proposal to their principal for an Earth Day Initiative that the student body can participate in. For example, a School-Wide Recycling Program, Neighborhood Clean-Up Day, Local Beach Clean Up, 		

	<p>Fundraisers Selling Reuseable Shopping Bags, etc. After the students complete their proposals using the template, they will have to write a Speech where they will pitch their ideas to the principal. The Speech should include a strong introduction, persuasive language, reasons supporting their plan, costs (if any), positive outcomes/benefits, and a convincing conclusion.</p> <ul style="list-style-type: none"> ❖ Visual Display: Students can use a Tri-Fold Display Board to provide information on an Endangered Species. Included on the display board should be information on the animal, their habitat, predators & prey, information on behavior & lifestyle, as well as why they are endangered and ways we can help. The students can include an assortment of graphic features such as photographs/pictures, graphs, tables, maps, etc. Their display board should be organized using headings and should include other text features such as “bolded” vocabulary & domain specific words, footnotes/glossary of terms, captions, text boxes, and so on. ❖ Smart Phones: Students create a written piece or some other type of presentation to discuss the differences between iPhones and Androids. They should be sure to choose a device that they think is better and be able to support their thinking with research/facts. ❖ Happy Holidays: Students should choose a person who they believe should have a national holiday like Dr. King. In writing or any other format, students should discuss the person and give strong reasons as to why this person should hold this honor. ❖ My Playlist: The student should create a playlist of five to seven songs that he/she feels best depicts the story arc of Bud, Not Buddy OR any novel of their choosing. Students must write to explain why they have chosen the specific songs on their playlists.
<p>PARCC Terms (see Appendix A for complete list and explanation of each)</p>	<ul style="list-style-type: none"> ▪ Performance-Based Assessments: Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions. ▪ Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay. ▪ Research Simulation Task (RST): In this task, students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays. ▪ Narrative Task (NT): In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or describe an account of events, scenes or objects, for example. ▪ Evidence-Based Selected Response (EBSR): multiple choice assessment ▪ Technology-Enhanced Constructed Response (TECR): computer-based assessment ▪ Prose-Constructed Response (PCR): open-ended questions
<p>Graphic Organizers (see Appendix C for complete list and explanation of each)</p>	<ul style="list-style-type: none"> • Cause and Effect (JOURNEYS Lesson 6→Projectable 6.3) • Vocabulary Strategies: Antonyms (JOURNEYS Lesson 6→Projectable 6.5) • Understanding Characters (JOURNEYS Lesson 7→Projectable 7.3) • Understanding Idioms (JOURNEYS Lesson 7→Projectable 7.5) • Persuasion Map (JOURNEYS Lesson 8→Projectable 8.3) • Prefixes En-, Re-, Pre-, Pro- (JOURNEYS Lesson 8→Projectable 8.5) • Conclusions and Generalizations (JOURNEYS Lesson 9→Projectable 9.3)

	<ul style="list-style-type: none"> • Greek and Latin Roots: rupt, photo, scrib, tele (JOURNEYS Lesson 9→Projectable 9.5) • Main Idea and Supporting Details (JOURNEYS Lesson 10→Projectable 10.3) • Completing Analogies (JOURNEYS Lesson 10→Projectable 10.5) • Using a Dictionary (JOURNEYS Lesson 11→Projectable 11.5) • Using Reference Sources (See Attached) • Text-Dependent Questions (See Attached) • Citing Textual Evidence (See Attached) • Main Idea Chart (See Attached) • Narrative Writing Organizer (See Attached) • Research Report Graphic Organizer (See Attached) • Analyzing Non-Fiction Articles (See Attached) • K-W-L Chart (See Attached) • Concept Map (See Attached) • Cause & Effect Essay Graphic Organizer (See Attached) • Compare and Contrast Essay Graphic Organizer (See Attached) • Proposal Template (See Attached)
Differentiation <i>(see Appendix B for complete list and explanation of each)</i>	<ul style="list-style-type: none"> ❖ When using JOURNEYS materials, 4 levels of differentiation are provided for each lesson. (1)English Language Learner, (2) Below Level, (3) On Grade Level, (4) Above Grade Level. This includes Practice Books, Leveled Readers, Projectables, Graphic Organizers, Vocabulary, and so on. The students also have access to Think Central online which allows students to have the text read to them in English or Spanish. If students take the Selection Test online for the corresponding lesson, Think Central provides Prescriptions for each student based on questions they answered incorrectly and any patterns noticed. This is extremely helpful in planning and grouping. ❖ During Literacy Centers, students should be grouped based on ability and reading level. By completing Diagnostic Assessments and Running Records in the beginning of the year, you will be able to manage groupings. These are not permanent, and groups should be changing as student's needs change. During Guided Reading, the students in the small group are reading materials at their level and targeting skills as necessary. ❖ Using technology to differentiate is also very useful. On websites such as Study Island and Spelling City, you can assign specific tasks, lessons and activities to individuals or groups of students based on need. ❖ Storyworks website (www.scholastic.com/storyworks) provides differentiation activities/worksheets for all of their articles in each magazine. They even have the same article at different Lexile Levels. In addition, students can listen to the articles and there are usually accompanied videos (for visual/audio learners). ❖ Newsela articles are an effective way of using the same text for each student with each text being on the independent reading level of each student. In the Module C Resources folder you will find the Newsela articles. All of these articles are on a grade 5 level. To differentiate, go to www.newsela.com and type in the name of the article you would like to use. On the right side of the screen choose the lexile level you want for the article. The grade span is grades 4 through 12. You may choose to have the article available at grades 4, 5 and 6.

Technology

TEXT STRUCTURE

<https://prezi.com/n-iywrn3xz-j/text-structure/>

TEXT FEATURES

<https://prezi.com/ynntnvyq35xy/text-features-and-purpose/>

http://www.slideshare.net/DorisPalmer/text-featurespowerpoint?next_slideshow=1

TEXT TYPES

[file:///C:/Users/tarverge/Downloads/Text%20Types%20\(1\).pdf](file:///C:/Users/tarverge/Downloads/Text%20Types%20(1).pdf)

Kid-Friendly sites on Animal Testing

- <http://www.planet-science.com/categories/over-11s/technology/2011/09/animal-testing---the-facts.aspx> Cons of Testing
- <http://www.aboutanimaltesting.co.uk/using-animals-testing-pros-versus-cons.html> Pros and Cons of Testing

Watsons Go to Birmingham Activities, Organizers and Extension Lessons

- http://www.roberthjackson.org/files/thecenter/files/educational-programming/birmingham_teachers_guide.pdf

March on Washington and Civil Rights

- <http://www.history.com/topics/black-history/march-on-washington> Articles, Videos, Speeches and Pictures on the March
- <http://www.ourdocuments.gov/doc.php?flash=true&doc=96> Official Program for the March on Washington
- <http://www.newsweek.com/planning-march-washington-300305> Planning the March on Washington
- <http://www.c-span.org/video/?307539-1/1963-march-washington-jobs-freedom> Video on the March on Washington
- <http://www.ibtimes.com/mlk-i-have-dream-speech-full-text-read-martin-luther-kings-entire-march-washington-1787100> Full text of Dr. King's Speech
- <http://news.yahoo.com/blogs/power-players-abc-news/rep--john-lewis-on-the-comic-book-that-changed-the-civil-rights-movement-225518794.html> Comic Book that Changed the Civil Rights Movement
- <http://www.history.com/topics/black-history/civil-rights-movement/videos/bloody-sunday> Bloody Sunday [Voting Rights]

Global Warming Websites

- <http://www.neok12.com/Global-Warming.htm> NeoK12-Educational Videos, Lessons, and Games for K-12 Kids
- <http://www.epa.gov/climatechange/kids/> A Student's Guide to Global Climate Change
- http://www.youngvoicesonclimatechange.com/movie_kids-global-warming.php Young Voices for the Planet
- http://www.smithsonianmag.com/videos/category/3play_1/climate-change-101-with-bill-nye-the-science/?no-ist Climate Change with Bill Nye the Science Guy

- <http://climatekids.nasa.gov/> Climate Kids: NASA's Eyes on the Earth
- <http://science.howstuffworks.com/environmental/global-warming-videos-playlist.htm> Could Global Warming Trigger a New Ice Age?

Oil Spills Websites

- <http://www.cnn.com/2013/07/13/world/oil-spills-fast-facts/> Facts About Oil Spills
- <http://oceanservice.noaa.gov/facts/oilimpacts.html> Effects on Marine Life
- <http://corporate.exxonmobil.com/en/environment/emergency-preparedness/spill-prevention-and-response/valdez-oil-spill?parentId=ef7252d1-7929-4f5c-9fa2-05404bde2a0f> Exxon's Perspective on Oil Spills

Endangered Species Websites

- <http://www.kidsplanet.org/factsheets/map.html> Electronic Fact Sheets on over 50 Species
- <http://www.animalfactguide.com/animal-facts/> Animal Fact Guide
- http://www.konicaminolta.com/kids/endangered_animals/ Our Endangered Animals
- <http://www.kidsdiscover.com/spotlight/endangered-species/> Spotlight: Endangered Species
- http://education.nationalgeographic.com/education/topics/endangered-species/?ar_a=1 National Geographic: Endangered Species
- http://www.sheppardsoftware.com/content/animals/kidscorner/endangered_animals/whats_the_problem.htm Why Are Some Animals Endangered?

Deforestation

- <http://eschooltoday.com/forests/what-is-deforestation.html> Forest Preservation Facts
- http://kids.mongabay.com/lesson_plans/lisa_algee/deforestation.html Deforestation defined
- http://www.ecokids.ca/pub/eco_info/topics/forests/threats.cfm Threats to Our Forests
- <http://www.childrenoftheearth.org/deforestation-information-for-kids.html> Causes & Effects of Deforestation

The Underground Railroad

- <http://www.history.com/topics/black-history/underground-railroad/videos> Video on the Underground Railroad
- https://www.youtube.com/watch?v=ylqQibHXL_4 Harriet Tubman and the Underground Railroad
- <http://www.teachertube.com/video/underground-railroad-19374> Underground Railroad Video
- <http://video.pbs.org/video/1479874539/> Experience on the Underground Railroad
- <https://www.youtube.com/watch?v=60oFmPwLz8U> Leaders of the Underground Railroad
- <http://www.pbs.org/wgbh/aia/part4/4p2944.html> Article on the Underground Railroad
- <http://www.history.com/topics/black-history/underground-railroad> Articles, Videos and Speeches on the Underground Railroad
- http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar_a=1 Journey to Freedom

	<ul style="list-style-type: none"> • http://people.hofstra.edu/alan_j_singer/Docket/Emancipation_Proclamation/11TheUndergroundRailroadInNewJersey.pdf The Underground Railroad in New Jersey <p>The Maori People</p> <ul style="list-style-type: none"> • http://en.wikipedia.org/wiki/Northland_Region Facts on the People • http://www.virtualoceania.net/newzealand/culture/maori/ The Maori Culture • http://www.tourism.net.nz/new-zealand/about-new-zealand/maori-culture.html Maori Tour Guide • https://www.youtube.com/watch?v=9CNQZCF9yfE Video on the Maori people <p>Island of the Blue Dolphins Lessons, Organizers and Extension Activities</p> <ul style="list-style-type: none"> • http://www.lsusd.net/cms/lib6/ca01001390/centricity/domain/748/ibd2.0.pdf • http://www.glencoe.com/sec/literature/litlibrary/pdf/island_blue_dolphins.pdf <p>Bud, Not Buddy Lessons, Organizers and Extension Activities</p> <ul style="list-style-type: none"> • http://literacy.kent.edu/Oasis/Pubs/0300-35.pdf • http://www.cambriansd.org/cms/lib07/CA01902282/Centricity/Domain/156/Bud%20Not%20Buddy%20Intro.pdf This PDF has some higher-level activities that you may or may not choose to use. • http://www.sps186.org/downloads/basic/243103/Jazz%20Flyers%20-%20Bud%20Not%20Buddy.pdf 3 famous jazz musicians who were popular during the Great Depression • http://www.biography.com/people/cab-calloway-9235609 Information on Cab Calloway (The character Herman Calloway is based on this jazz musician.) • https://www.youtube.com/watch?v=_8yGGtVKrD8 Cab Calloway performance with two famous tap dancers, the Nicholas Brothers <p>Technology Supporting JOURNEYS texts</p> <p>James Forten</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=hSSSOpm-ZHw Video on the significance of James Forten • https://www.youtube.com/watch?v=AhP-M9i1bSI A video on the life of James Forten using Lego animation <p>Sybil Ludington</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=HFjluRq3kHE Liberty's Kids video focused on the courage of women during the fight for independence <p>Spies of the American Revolution</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=DWR_4ofnxCU Information the effect of spies on the revolution
Resources	<div>Teacher Resources</div> <div>Student Resources</div>

	<ul style="list-style-type: none"> • www.readorium.com Science based reading comprehension site • www.newsela.com Database of current event articles that can be adjusted to specific grade level lexiles • www.learnzillion.com Common Core aligned lesson plans • www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS. ▪ www.readworks.org Reading Comprehension Lessons, Units, Reading Passages, Question Sets, etc. ▪ www.readthinkwrite.org Classroom Resources, Professional Development, Parent & Afterschool Resources, Learning Objectives, Lesson Plans, Resources by Grade Level/Genre/Theme/Topic ▪ www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. ▪ www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS. ▪ www.achievethecore.org Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development. ▪ https://prezi.com/ynntnvyq35xy/text-features-and-purpose/ Text features and purposes ▪ https://prezi.com/n-iywrn3xz-j/text-structure/ Text structure ▪ www.k12reader.com Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words. ▪ www.thewritesource.com Writing topics, Student Models, Publish It!, Research Links, etc. ▪ www.readingandwritingproject.com Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc. 	<ul style="list-style-type: none"> • http://school.discoveryeducation.com Database of engaging videos and texts for kids • www.readorium.com Science based fun reading comprehension lessons • www.newsela.com Database of current event articles with high student interest • http://kids.nationalgeographic.com/ Science based magazine for students • www.spellingcity.com Spelling and vocabulary lessons and games ▪ www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including access to Student Editions, Leveled Readers, Activities, online assessments, etc. ▪ www.spellingcity.com Activities, games, skill building based on grade-level words or teacher/school added. ▪ www.funbrain.com Reading activities and games for kids. ▪ www.studyisland.com Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core. ▪ http://mrnussbaum.com/fifth-grade-language-arts/ Interactive Reading Games for kids based on Grade Level. ▪ http://www.kidzsearch.com/ The #1 Kids' Safe Search Engine-Powered by Google. ▪ http://kids.nationalgeographic.com/ National Geographic Kids—Information, games and videos for children. ▪ http://www.timeforkids.com/homework-helper Time for Kids Homework Helper—GREAT RESOURCE! ▪ http://www.ixl.com/ela/grade-5 ELA site giving students practice in grammar and vocabulary using PARCC-like requirements (i.e.: drag and drop, highlighting)
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	<ul style="list-style-type: none"> ▪ www.teachervision.com Teacher literature, lesson plans, printables, etc. by grade level, genre, content area or skill. ▪ www.quia.com Teachers can create their own educational games, quizzes, surveys, class web pages, etc. ▪ http://www.pbslearningmedia.org/collection/midlit/?utm_source=NewFeaturesA&utm_medium=Text&utm_campaign=Homepage PBS Learning Media-Middle School Literacy—Online Self-Paced Blended Lessons 	
AUTHORS	Germaine Tarver , Gianna Pasceri, Chanelle Wolfe	
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EVALUATION/ REFLECTION	<p><u>Module Reflections</u></p> <p>When thinking about your practice:</p> <ul style="list-style-type: none"> • What worked? • What do you think could have been done more effectively in your lessons and instruction? • What do I need to learn more about? • What resources were helpful? 	