3rd, 4th and 5th GRADE ELA CURRICULUM

Middle Township Public Schools
216 S. Main Street
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Born On Date: September 2017

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Introduction

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for English Language Arts are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

Course Description

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:
~Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
~Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
~Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
~Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
~Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
~The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Pacing Guide

Recommended Third Grade ELA Pacing Guide			
First Marking Period	**Days 1- 45**		
	September 18 days	**October 20 Days**	**November 18 days**
	Unit One		Unit Two
Second Marking Period	**Days 46- 90**		
	November (Continued) 18 days	**December 15 days**	**January 20 days**
	Unit Two		Unit Three
Third Marking Period	**Days 91- 135**		
	February 18 days	**March 21 days**	**April 16 days**
	Unit Three		
Fourth Marking Period	**Days 136-180**		
	April (Continued) 16 days	**May 22 days**	**June 12 days**

Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLS				TIMEFRAME
Unit 1	• Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format. • Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -structured event sequences. • Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons. • Effective writers examine a topic and convey complex ideas and information clearly and effectively.	**RL3.1** **RL3.2** **RL3.3** **RL3.4** **RL3.5** **RL3.7** **RL3.9** **RI3.1** **RI3.2** **R13.3** **RI3.7**	**W3.1** **W3.2** **W3.3** **W3.4** **W3.5** **W3.6** **W3.7** **W3.8** **W3.10**	**S.L3.1** **(a-d)** **S.L3.2** **S.L3.** **S.L3.4**	**L3.1** **L3.2** **L3.3 a.** **L3.4**	**30-35 days**
Unit 2	• Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format. • Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -structured event sequences. • Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons. • Effective writers examine a topic and convey complex ideas and information clearly and effectively.	**RL3.1** **RL3.2** **RL3.3** **RL3.4** **RL3.5** **RL3.7** **RL3.9** **RL3.10** **RI3.1** **RI3.2** **RI3.3** **RI3.4** **RI3.5** **RI3.6** **RI3.7** **RI3.8** **RI3.9** **RI3.10**	**W3.1** **W3.2** **W3.3** **W3.4** **W3.5** **W3.6** **W3.7** **W3.8** **W3.10**	**S.L3.1** **(a-d)** **S.L3.2** **S.L3.** **S.L3.4**	**L3.1** **L3.2** **L3.3 a.** **L3.4**	**30-35 days**

Unit 3	• Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format. • Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -structured event sequences. • Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons. • Effective writers examine a topic and convey complex ideas and information clearly and effectively.	**RL3.1** **RL3.2** **RL3.3** **RL3.4** **RL3.5** **RL3.6** **RL3.7** **RL3.9** **RL3.10** **RI3.1** **RI3.2** **R13.3** **RI3.4** **RI3.5** **RI3.7** **RI3.8** **RI3.9** **RI3.10**	**W3.1** **W3.2** **W3.3** **W3.4** **W3.5** **W3.6** **W3.7** **W3.8** **W3.10**	**S.L3.1** **(a-d)** **S.L3.2** **S.L3.** **S.L3.4**	**L3.1** **L3.2** **L3.3 a.** **L3.4**	**30-35 days**

Content Area:	ELA	Grade(s) 3
Unit Plan Title:	Unit 1	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently.

This plan will effectively produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, comma, and audience.

Standard(s) Number and Description

Standards for Reading

Anchor Standards:
R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it.
R2. Determine central ideas or themes of a text and analyze their development.
R3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
R5. Analyze the structure of text and how they relate to each other.
R7. Integrate and evaluate content presented in diverse media formats.
R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding needed.
Progress Indicators
RL3.1 Ask and answer questions and make relevant connections.
RL3.2 Recount stories from diverse cultures.
RL3.3 Describe characters in a story
RL3.4 Determine the meaning of words as they are used in a text.
RL3.5 Refer to parts of a story
RL3.7 Explain how specific illustrations contribute to words in a story.
RL3.9 Reflect on the theme- Compare/Contrast
RI3.1 Ask and answer questions and make relevant connections
RI3.2 Determine the main idea and give supporting details
R13.3 Sequence and Cause/Effect
RI3.5 Search Tools/Text Features

RI3.7 Text Features
RI3.9 Compare/Contrast two texts
RI3.10 Read and Comprehend

Standards for Writing

Anchor Standards
WI Write arguments to support claims
W2 Write informative texts
W3 Write narrative text
W4 Produce clear and coherent writing
W5 Strengthen writing using the writing process
W6 Use technology to produce and publish writing
W7 Research projects
W8 Gather relevant information from multiple sources
W9 Draw evidence from informational text
W10 Write routinely over extended time frames.

Progress Indicators
W3.1 Write opinion pieces with reasons

a. Introduce topic
b. Provide reasons
c. Linking words
d. Provide Conclusion

W3.2 Informative Texts

a. Introduce topic
b. Develop topic with facts
c. Linking words
d. Conclusion

W3.3 Write Narratives

a. Establish situation
b. Develop events and share thoughts and feelings
c. Temporal words
d. Closure

W3.4 Provide guide and model writing process
W3.5 Peer conferencing/Sharing : Revising & Editing

W3.6 Use Technology to publish
W3.7 Short research project
W3.8 Taking notes from multiple sources
W3.10 Write routinely

Standards for Speaking and Listening

S.L 3.1 Engage in collaborative discussion
a. Draw on previously read texts
b. Speak one at a time
c. Stay on task
d. Explain own ideas
S.L 3.2 Determine main idea/details in diverse media
S.L3.3 Ask and answer questions orally
S.L 3.4 Speak clearly at and understandable pace when reporting

Standards for Language

L3.1 Demonstrate command of the conventions when writing and speaking
L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L3.3 a. Choose words and phrases for effect.
L3.4 Multiple-meaning words

Technology Standard(s) Number and Description

8.1.5.a.2 Format a document using word processing application to enhance text
8.1.5.d.2 Analyze resources and cite evidence from data collected
8.1.5.e.1 Use digital tools to research

Interdisciplinary Standard(s) Number and Description

CS1 Rules and Rights of citizens in society
CS3 Fairness and Equality

Enduring Understandings:

Students ***will understand that…***

- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format.

- Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well - structured event sequences.
- Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.

Misunderstandings Predicted

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions :

What are the major differences between books that tell stories and books that give information?
How does literal language help me understand and infer the author's purpose?
How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
How do text features increase my understanding and ability to make informed choices about the topic?
How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
How do we describe characters' actions and how they contribute to a sequence of events?
How does each successive part of a chapter book, drama, or poem build upon earlier sections?
What are the parts of a story?
What helps you make decisions about a character?
What clues in a story tell you about a character?
What makes a personal narrative?
When would we use a personal narrative based upon an imaginative experience?
What makes a strong opinion?
How can we organize a topic?
How can one distinguish the point of view of the author and compare it to my own?

21st Century Connections:

Check all that apply. 21st Century Interdisciplinary Themes		*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.* 21st Century Skills	
E	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T	Communication and Collaboration
E,T,A	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation

	E,T,A	**CRP7. Employ valid and reliable research strategies**
	E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
	E	**CRP9. Model integrity, ethical leadership, and effective management**
		CRP10. Plan education and career paths aligned to personal goals
	E,T,A	**CRP11. Use technology to enhance productivity**
		CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
• Parts of a story • How characters actions contribute to the plot • Use key details from the text to identify the central message/theme of the story • Compare/Contrast the most important details or points presented in the text about the same or similar characters • Infer character traits based on his/her motivations and actions in the text • Describe the connections between the characters actions and its effect on the outcome • Multiple-Meaning words • Meaningful word parts- Base words/endings es, ed, ing • Antonyms • Prefixes • Produce sentences- Simple, Compound and Complex (subject/predicate) • Identify nouns • Apply grade-level phonics and word analysis skills in decoding and	• Read and comprehend literature and literary non-fiction at grade level text-complexity or above with scaffolding as needed. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequence. • Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Demonstrate command of the conventions of standard grammar and usage in writing. • Use technology to produce and publish writing.

encoding words • Introduce and establish narrative topic in a writing piece • Write real narrative based on experiences or events • Use temporal words to signal event order • Provide sense of closure in narrative • Use consulting reference materials such as dictionaries • Provide strong topic sentence • Structure of writing formats	

Key Vocabulary and Terms:

Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, narrative, temporal words, conventions, voice, nouns, fluency, antonyms, prewriting, draft, revise, edit, publish, theme, point of view, ideas, word choice, topic sentence, conclusion sentence,

Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E ____x_ P/S _x___ S/O _____ D __x___ N** ***Title/Information:*** ***A Fine, Fine, School- Sharon Creech*** ***Humorous Fiction*** ***Schools Then and Now- Stephanie Cohen*** ***Informational Text*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.9)***	**X** **x**	 **X**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___x__ P/S _____ S/O _____ D __x___ N** ***Title/Information:***	***X***	

The Trial of Cardigan Jones- Tim Egan ***Fantasy*** **Infer/Predict- Drawing Conclusions** **The Supreme Court- Lisa Scorza** **Informational Text** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.10)***	 ***x***	 ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E ____x_ P/S _____ S/O _____ D ____x_ N** ***Title/Information:***	***x***	
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** **Destiny's Gift- Natasha Anastasia Tarpley** **Realistic Fiction** **Analyze/Evaluate** **Understanding Characters** **Animals in Danger- Patricia Ann Lynch** ***Mentor Text-Camilla Cream –David Shannon*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.11)***	***x***	 ***x***
Structure (Check appropriate choice): **___x__ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** ***Pop's Bridge- Eve Bunting*** ***Historical Fiction*** ***Infer/Predict*** ***Big Bridges-Elizabeth West***	***x***	***x***

Informational Text *Text and Graphic Features* *Bridges(Weekly Reader)- Matthew Danzeris* *Informational Text* *Text and Graphic Features* *Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.12)*		
Structure (Check appropriate choice): _____ C/C __x___ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:* *Roberto Clemente,;Pride of the Pittsburg Pirates- Jonah Winter* *Biography* *Visualize* *Mia and Nomar-Geoffry C. Saign* *Biography* *Baseball Poems- Nikki Grimes* *Poetry- Rhymes* *Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.13)*		*x*
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:*		

Writing Assignments	Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research*	O	E	N	R

_x__ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S __x___ S/O _____ D __x___ N **Title/Description: Personal Narrative- Write about your first day at school this academic year.** **Mentor Text- First Day Jitters by Julie Daneberg**			**X**	
__x___ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Personal Narrative- Write about something with someone special.**			**x**	
_____ P or __x___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Write about your favorite place.**			**x**	
__x__ P or _____ OD and Structure: _____ C/C _x____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Do you think the judge in The Trial of Cardigan Jones was fair/smart**	**x**			
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D _____ N **Title/Description: Write traits make someone a hero.**	**x**			
___x__ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Research bridges and summarize what was learned.**				**x**

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:***
	****Include Benchmarks***
Progress Monitoring	Selection Tests
Running Records	Target Vocabulary Tests
Writing Conferences	Unit Benchmark Tests
Exit Slips	Writing Assessments
Response to Literature	Weekly Spelling Tests
	Phonics/Grammar Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
1. *Story Structure (Plot, Character, Conflict, Theme, Setting)*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Goal setting • Make predictions • Writing explanations • Differentiated skill practice
2. *Summarize*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud

	• Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons
3. *Drawing Conclusions*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Independent writing
4. *Infer/Predict*	• Breaking down the task • Providing step-by-step prompts

	• Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Shared writing • Interactive writing • Independent writing
5. Analyze/Evaluate	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring

	• Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing
6. Compare/Contrast	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations

	• Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
7. Cause/Effect	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing

	• Writer's workshop Conferencing
8. *Writing Process* - *Narrative* - *Opinion* - *Explanatory* - *Research Stimulation*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
9. *Parts of a Narrative*	• Breaking down the task • Providing step-by-step prompts • Repeated practice

	• Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
10. Temporal Words	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud

	• Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
11. Fluency	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting

	• Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
12. Parts of an Opinion Paragraph	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing

	• Interactive writing • Independent writing • Writer's workshop Conferencing
13. Research Report	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small group/whole class • Instruction • Think-Aloud • Peer tutoring • Warm-up activities • Meaningful real-life connections • Modeling-teacher demonstrates, students uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Skill based groups • Mini-Lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing
Resources:	

• Journey's Textbook • Comprehensive Language and Literacy Guide • Journey's Grab & Go • Journey's Write-In Reader • Journey's Projectables • Common Core Writing Handbook • Flocabulary • BrainPop Jr. • SchoolHouse Rocks • ThinkCentral • ReadWriteThink.org • SpellingCity • Achievethecore.org • ThinkFinity.com • Google Classroom • Third Grade Writing Pacing Binder • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame:	30 – 35 academic days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade(s) 3
Unit Plan Title:	Unit 2	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

Read-aloud:

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Determine main idea and supporting details of a text read aloud
- Elaborate on explanations with details

Vocabulary:

- Acquire and use general academic words and phrases.
- Identify real-life connections between words and their use.
- Distinguish shade of meaning among related words.
- Use a dictionary to determine or clarify the meaning of words and phrases.
- Use glossaries and print and digital dictionaries to determine or clarify words meanings and related information.
- Use known base words as clues to determining meanings of unfamiliar words.

Comprehension:

- Identify elements of a story's structure.
- Explain how a character's actions contribute to story's sequence of events.
- Recount the story's most important events.
- Explain how illustrations contribute to the words.

- Use text evidence to draw conclusions to infer what characters are like.
- Use conclusions to infer what characters are like.
- Predict a text's evidence and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to a sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Read independently from a just right book.
- Compare and contrast main characters in a story
- Describe cause and effect relationships in texts.
- Identify words that can signal cause and effect connections.
- Use descriptions to visualize while reading.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Phonics/Vocabulary/Vocabulary Strategies/Spelling
1. Short vowel sounds with a, e, i, o, u followed by a consonant
2. Words with VCCV pattern
3. Long vowels a, e, i, o, u
4. VCe spelling patterns (Magic e rule)
5. Long a and Long e patterns (ay, ea, ai, ee)
6. Long o patterns (oa, o, ow)
7. Long I patterns (I, ie, ight)
8. Multiple meaning words
9. Compound Words
10. Antonyms
11. Base Words and Endings –s, -es, -ed, -ing
12. Prefix mis-
13. **Review** of short and long vowel patterns

Grammar
1. Subject, predicate, capitalization and punctuation
2. Statements, questions, commands, exclamations
3. Compound sentences, conjunctions, run-ons
4. Common and proper nouns
5. Plural nouns by adding –s and –es, commas
6. **Review** of sentences, common and proper nouns, plurals

This plan will effectively produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, comma, and audience.
Standard(s) Number and Description
Standards for Reading
Anchor Standards: **R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it. **R2.** Determine central ideas or themes of a text and analyze their development. **R3.** Analyze how and why individuals, events, or ideas develop and interact over the course of a text **R5**. Analyze the structure of text and how they relate to each other. **R7**. Integrate and evaluate content presented in diverse media formats. **R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding needed. **Progress Indicators** **RL3.1** Ask and answer questions and make relevant connections. **RL3.2** Recount stories from diverse cultures. **RL3.3** Describe characters in a story **RL3.4** Determine the meaning of words as they are used in a text. **RL3.5** Refer to parts of a story **RL3.7** Explain how specific illustrations contribute to words in a story. **RL3.9** Reflect on the theme- Compare/Contrast **RL3.10** By the end of the year, read and comprehend literature, including stories, drama, and poems at grade level text-complexity or above, with scaffolding as needed. **RI3.1** Ask and answer questions and make relevant connections **RI3.2** Determine the main idea and give supporting details **RI3.3** Sequence and Cause/Effect **RI3.4** Determine the meaning of general academic and domain specific word or phrases in a text relevant to a grade 3 topic or subject area **RI3.5** Search Tools/Text Features **RI3.6** Distinguish their own point of view from that of the author of the text **RI3.7** Text Features **RI3.8** Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text **RI3.9** Compare/Contrast two texts **RI3.10** Read and Comprehend

Standards for Writing
Anchor Standards WI Write arguments to support claims W2 Write informative texts W3 Write narrative text W4 Produce clear and coherent writing W5 Strengthen writing using the writing process W6 Use technology to produce and publish writing W7 Research projects W8 Gather relevant information from multiple sources W9 Draw evidence from informational text W10 Write routinely over extended time frames. **Progress Indicators** W3.1 Write opinion pieces with reasons e. Introduce topic f. Provide reasons g. Linking words h. Provide Conclusion W3.2 Informative Texts e. Introduce topic f. Develop topic with facts g. Linking words h. Conclusion W3.3 Write Narratives e. Establish situation f. Develop events and share thoughts and feelings g. Temporal words h. Closure W3.4 Provide guide and model writing process W3.5 Peer conferencing/Sharing : Revising & Editing W3.6 Use Technology to publish W3.7 Short research project W3.8 Taking notes from multiple sources W3.10 Write routinely

Standards for Speaking and Listening
S.L 3.1 Engage in collaborative discussion a. Draw on previously read texts b. Speak one at a time c. Stay on task d. Explain own ideas S.L 3.2 Determine main idea/details in diverse media S.L3.3 Ask and answer questions orally S.L 3.4 Speak clearly at and understandable pace when reporting
Standards for Language
L3.1 Demonstrate command of the conventions when writing and speaking L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3.3 a. Choose words and phrases for effect. L3.4 Multiple-meaning words
Technology Standard(s) Number and Description
8.1.5.a.2 Format a document using word processing application to enhance text 8.1.5.d.2 Analyze resources and cite evidence from data collected 8.1.5.e.1 Use digital tools to research **Resources:** Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop (Jr.), Flocabulary
Interdisciplinary Standard(s) Number and Description
Enduring Understandings:
Students will understand that… **Reading** • Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. • To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format. • Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -

structured event sequences.

- Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.

Writing

- Write an opinion piece on a topic, supporting a point of view with reasons by stating the opinion clearly, providing support, connecting ideas with linking words, and providing a strong conclusion.
- Write an informative/exclamatory text to examine a topic and convey ideas and information clearly by introducing a topic and group related information together, develop the topic with facts and details, use linking words and phrases to connect ideas, and provide a strong conclusion.
- Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear sequences.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Misunderstandings Predicted

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing

- Use of temporal words/transition words

Essential Questions :

What are the major differences between books that tell stories and books that give information?
How does literal language help me understand and infer the author's purpose?
How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
How do text features increase my understanding and ability to make informed choices about the topic?
How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
How do we describe characters' actions and how they contribute to a sequence of events?
How does each successive part of a chapter book, drama, or poem build upon earlier sections?
How can one distinguish the point of view of the author and compare it to my own?

21st Century Connections:

Check all that apply.

21st Century Interdisciplinary Themes

E	**Global Awareness**
	Environmental Literacy
	Health Literacy
E,T,A	**Civic Literacy**
	Financial, Economic , Business and Entrepreneurial Literacy

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*

21st Century Skills

E,T,A	**Critical Thinking and Problem Solving**
E	**Creativity and Innovation**
E,T	**Communication and Collaboration**
E	**Flexibility and Adaptability**
E	**Initiative and Self-Direction**
E,T	**Social and Cross-Cultural Skills**
E,T,A	**Productivity and Accountability**
E,T	**Leadership and Responsibility**
E,T,A	**Information Literacy Skills**
E,T,A	**Media Literacy Skills**
E,T,A	**Information, Communication, and Technology (ICT) Literacy**

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	**CRP1. Act as a responsible and contributing citizen and employee**
E,T,A	**CRP2. Apply appropriate academic and technical skills**
	CRP3. Attend to personal health and financial well-being
E,T,A	**CRP4. Communicate clearly and effectively with reason**
E,T	**CRP5. Consider the environmental, social and economic impacts of decisions**
E	**CRP6. Demonstrate creativity and innovation**
E,T,A	**CRP7. Employ valid and reliable research strategies**
E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
E	**CRP9. Model integrity, ethical leadership, and effective management**
	CRP10. Plan education and career paths aligned to personal goals
E,T,A	**CRP11. Use technology to enhance productivity**
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
• Text and Graphic Features • Sequence of events • Cause and effect relationships • How characters actions contribute to the plot • Use key details from the text to identify the central message/theme of the story • Compare/Contrast the most important details or points presented	• Answer questions about the text and cite evidence from that text • State main idea and provide supporting details • Read and comprehend literature and literary non-fiction at grade level text-complexity or above with scaffolding as needed. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequence.

in the text about the same or similar characters • Infer character traits based on his/her motivations and actions in the text • Describe the connections between the characters actions and its effect on the outcome • Multiple-Meaning words • Meaningful word parts- Base words/endings es, ed, ing • Antonyms • Prefixes • Produce sentences- Simple, Compound and Complex (subject/predicate) • Identify nouns • Apply grade-level phonics and word analysis skills in decoding and encoding words • Introduce and establish narrative topic in a writing piece • Write real narrative based on experiences or events • Use temporal words to signal event order • Provide sense of closure in narrative • Use consulting reference materials such as dictionaries • Write strong topic sentences • Structure of writing formats	• Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Demonstrate command of the conventions of standard grammar and usage in writing. • Use technology to produce and publish writing.
Key Vocabulary and Terms:	
Summarize, cause and effect, text and graphic features, main idea, detail, multiple-meaning words, biography, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, narrative, temporal words, conventions, voice, synonym , dictionary, glossary, fluency, antonyms, prewriting, draft, revise, edit, publish, theme, point of view, ideas, word choice, topic sentence, conclusion sentence,	
Texts Included (List in Order of Increasing Complexity)	**Check Type**

KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: L = Literary I = Informational*	L	I
Structure (Check appropriate choice): _____ C/C _____ C/E ____x_ P/S _x___ S/O _____ D __x___ N *Title/Information:*	X x	X
Structure (Check appropriate choice): _____ C/C _____ C/E ___x__ P/S _____ S/O _____ D __x___ N *Title/Information:*	*X*	*x*
Structure (Check appropriate choice): _____ C/C _____ C/E ____x_ P/S _____ S/O _____ D ____x_ N *Title/Information:*	*X*	
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:*	*x*	*x*
Structure (Check appropriate choice): ___x__ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:*	*x*	*x*
Structure (Check appropriate choice): _____ C/C __x___ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:*		*x*
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N *Title/Information:*		

Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research*	O	E	N	R
_x__ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S __x___ S/O _____ D			X	

__x___ N **Title/Description: Personal Narrative- Write about your first day at school this academic year.** **Mentor Text- First Day Jitters by Julie Daneberg**				
__x___ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Personal Narrative- Write about something with someone special.**			x	
_____ P or __x___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Write about your favorite place.**			x	
__x__ P or _____ OD and Structure: _____ C/C _x____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Do you think the judge in The Trial of Cardigan Jones was fair/smart?**	x			
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D _____ N **Title/Description: Write traits make someone a hero.**	x			
___x__ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Research bridges and summarize what was learned.**				x

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:***
	Include Benchmarks
Progress Monitoring	Selection Tests
Running Records	Target Vocabulary Tests
Writing Conferences	Unit Benchmark Tests
Exit Slips	Writing Assessments
Response to Literature	Weekly Spelling Tests
Open-ended questions	Phonics/Grammar Tests
Rubrics	Weekly Writing Prompts
Word study	

Reader's Notebook	Reflection questions
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) * **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
14.	•
15.	•
16.	•
17.	•
18.	•
19.	•
20.	•
21.	• •
22.	
23.	•
24.	•
25. Resources:	•
• Journey's Textbook	

- Comprehensive Language and Literacy Guide
- Journey's Grab & Go
- Journey's Write-In Reader
- Journey's Projectables
- Common Core Writing Handbook
- Flocabulary
- BrainPop Jr.
- SchoolHouse Rocks
- ThinkCentral
- ReadWriteThink.org
- SpellingCity
- Mentor Texts
- Writinga-z.com
- Superteachers.com
- Achievethecore.org
- ThinkFinity.com
- Google Classroom
- Third Grade Writing Pacing Binder
- Vocabulary Cards
- Blackline Masters
- Journey's Leveled Readers

Suggested Time Frame: 30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade(s) 3
Unit Plan Title:	Unit 3	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

Read-aloud:

- Listen to fluent reading.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Determine main idea and supporting details of a text read aloud
- Elaborate on explanations with details

Vocabulary:

- Acquire and use general academic words and phrases.
- Identify real-life connections between words and their use.
- Distinguish shade of meaning among related words.
- Use a dictionary to determine or clarify the meaning of words and phrases.
- Use glossaries and print and digital dictionaries to determine or clarify words meanings and related information.
- Use known base words as clues to determining meanings of unfamiliar words.

Comprehension:

- Identify elements of a story's structure.
- Explain how a character's actions contribute to story's sequence of events.
- Recount the story's most important events.
- Explain how illustrations contribute to the words.

- Use text evidence to draw conclusions to infer what characters are like.
- Use conclusions to infer what characters are like.
- Predict a text's evidence and cite examples from the text to confirm predictions
- Describe characters and explain how their actions contribute to a sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Read independently from a just right book.
- Compare and contrast main characters in a story
- Describe cause and effect relationships in texts.
- Identify words that can signal cause and effect connections.
- Use descriptions to visualize while reading.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Phonics/Vocabulary/Vocabulary Strategies/Spelling
1. Short vowel sounds with a, e, i, o, u followed by a consonant
2. Words with VCCV pattern
3. Long vowels a, e, i, o, u
4. VCe spelling patterns (Magic e rule)
5. Long a and Long e patterns (ay, ea, ai, ee)
6. Long o patterns (oa, o, ow)
7. Long I patterns (I, ie, ight)
8. Multiple meaning words
9. Compound Words
10. Antonyms
11. Base Words and Endings –s, -es, -ed, -ing
12. Prefix mis-
13. **Review** of short and long vowel patterns

Grammar
1. Subject, predicate, capitalization and punctuation
2. Statements, questions, commands, exclamations
3. Compound sentences, conjunctions, run-ons
4. Common and proper nouns
5. Plural nouns by adding –s and –es, commas
6. **Review** of sentences, common and proper nouns, plurals

This plan will effectively produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, comma, and audience.
Standard(s) Number and Description
Standards for Reading
Anchor Standards: **R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it. **R2.** Determine central ideas or themes of a text and analyze their development **R3.** Analyze how and why individuals, events, or ideas develop and interact over the course of a text **R4.** Interpret words and phrases as they are used in the text including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R5.** Analyze the structure of text and how they relate to each other. **R6**. Assess how point of view or purpose shapes the content and the style of the text **R7**. Integrate and evaluate content presented in diverse media formats. **R8.** Delineate and evaluate the argument and specific claim in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence **R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take **R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding needed. **Progress Indicators** **RL3.1** Ask and answer questions and make relevant connections. **RL3.2** Recount stories from diverse cultures. **RL3.3** Describe characters in a story **RL3.4** Determine the meaning of words as they are used in a text. **RL3.5** Refer to parts of a story **RL3.6** Distinguish their own point of view from that of the narrator or those of the characters **RL3.7** Explain how specific illustrations contribute to words in a story. **RL3.9** Reflect on the theme- Compare/Contrast **RL3.10** By the end of the year, read and comprehend literature, including stories, drama, and poems at grade level text-complexity or above, with scaffolding as needed. **RI3.1** Ask and answer questions and make relevant connections **RI3.2** Determine the main idea and give supporting details **R13.3** Sequence and Cause/Effect **RI3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area **RI3.5** Search Tools/Text Features **RI3.7** Text Features

RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text
RI3.9 Compare/Contrast two texts
RI3.10 Read and Comprehend

Standards for Writing

Anchor Standards
WI Write arguments to support claims
W2 Write informative texts
W3 Write narrative text
W4 Produce clear and coherent writing
W5 Strengthen writing using the writing process
W6 Use technology to produce and publish writing
W7 Research projects
W8 Gather relevant information from multiple sources
W9 Draw evidence from informational text
W10 Write routinely over extended time frames.

Progress Indicators
W3.1 Write opinion pieces with reasons

i. Introduce topic
j. Provide reasons
k. Linking words
l. Provide Conclusion

W3.2 Informative Texts

i. Introduce topic
j. Develop topic with facts
k. Linking words
l. Conclusion

W3.3 Write Narratives

i. Establish situation
j. Develop events and share thoughts and feelings
k. Temporal words
l. Closure

W3.4 Provide guide and model writing process

W3.5 Peer conferencing/Sharing : Revising & Editing
W3.6 Use Technology to publish
W3.7 Short research project
W3.8 Taking notes from multiple sources
W3.10 Write routinely

Standards for Speaking and Listening

S.L 3.1 Engage in collaborative discussion
a. Draw on previously read texts
b. Speak one at a time
c. Stay on task
d. Explain own ideas
S.L 3.2 Determine main idea/details in diverse media
S.L3.3 Ask and answer questions orally
S.L 3.4 Speak clearly at and understandable pace when reporting
S.L3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
S.L3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Standards for Language

L3.1 Demonstrate command of the conventions when writing and speaking
L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L3.3 a. Choose words and phrases for effect.
L3.4 Multiple-meaning words

Technology Standard(s) Number and Description

8.1.5.a.2 Format a document using word processing application to enhance text
8.1.5.d.2 Analyze resources and cite evidence from data collected
8.1.5.e.1 Use digital tools to research

Resources: Interactive Whiteboards, Laptops, Think Central, Grammar Snap Videos, Brainpop (Jr.), Flocabulary

Interdisciplinary Standard(s) Number and Description

Enduring Understandings:

Students ***will understand that…***

Reading

- Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.
- To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in a diverse format.
- Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well - structured event sequences.
- Effective writers will compose opinion pieces on topics and texts with point of view supporting reasons.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.

Writing

- Write an opinion piece on a topic, supporting a point of view with reasons by stating the opinion clearly, providing support, connecting ideas with linking words, and providing a strong conclusion.
- Write an informative/exclamatory text to examine a topic and convey ideas and information clearly by introducing a topic and group related information together, develop the topic with facts and details, use linking words and phrases to connect ideas, and provide a strong conclusion.
- Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear sequences.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Misunderstandings Predicted

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions :

What are the major differences between books that tell stories and books that give information?
How does literal language help me understand and infer the author's purpose?
How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
How do text features increase my understanding and ability to make informed choices about the topic?
How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
How do we describe characters' actions and how they contribute to a sequence of events?
How does each successive part of a chapter book, drama, or poem build upon earlier sections?
How can one distinguish the point of view of the author and compare it to my own?

21st Century Connections:

Check all that apply.

21st Century Interdisciplinary Themes

E	**Global Awareness**
	Environmental Literacy
	Health Literacy
E,T,A	**Civic Literacy**
	Financial, Economic , Business and Entrepreneurial

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*

21st Century Skills

E,T,A	**Critical Thinking and Problem Solving**
E	**Creativity and Innovation**
E,T	**Communication and Collaboration**
E	**Flexibility and Adaptability**
E	**Initiative and Self-Direction**
E,T	**Social and Cross-Cultural Skills**

	Literacy	E,T,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***

• Text and Graphic Features • Sequence of events • Cause and effect relationships • Analyze and evaluate the actions of the characters • How characters actions contribute to the plot • Use key details from the text to identify the central message/theme of the story • Compare/Contrast the most important details or points presented in the text about the same or similar characters • Infer character traits based on his/her motivations and actions in the text • Describe the connections between the characters actions and its effect on the outcome • Multiple-Meaning words • Meaningful word parts- Base words/endings es, ed, ing • Antonyms • Prefixes • Produce sentences- Simple, Compound and Complex (subject/predicate) • Identify nouns • Apply grade-level phonics and word analysis skills in decoding and encoding words • Introduce and establish narrative topic in a writing piece • Write real narrative based on experiences or events • Use temporal words to signal event order • Provide sense of closure in narrative • Use consulting reference materials such as dictionaries • Write strong topic sentences • Structure of writing formats	• Answer questions about the text and cite evidence from that text • State main idea and provide supporting details • Read and comprehend literature and literary non-fiction at grade level text-complexity or above with scaffolding as needed. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequence. • Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Demonstrate command of the conventions of standard grammar and usage in writing. • Use technology to produce and publish writing.

Key Vocabulary and Terms:		
Summarize, cause and effect, text and graphic features, main idea, multiple-meaning words, biography, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, narrative, temporal words, conventions, voice, synonyms, idioms, fluency, prewriting, draft, revise, edit, publish, theme, point of view, ideas, word choice, topic sentence, conclusion sentence, homophone, homograph, shades of meaning, prefixes, thesaurus, literal and non-literal meaning,		
Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E ____x_ P/S _x___ S/O _____ D __x___ N** ***Title/Information:*** ***Finding the Titanic- Robert Ballard*** ***Informational Text*** ***I Survived the Sinking of the Titanic – Lauren Tarshis*** ***Historical Text*** ***Tonight on the Titanic – Mary Pope Osborne*** ***National Geographic. Com – Titanic Research*** ***History.com*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.9)***	**X** **x**	 **X**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___x__ P/S _____ S/O _____ D __x___ N** ***Title/Information:*** **Yonder Mountain: A Cherokee Legend – Robert H. Bushyhead** **Legend**	***X***	

The Trail of Tears- Samuel Winters **Informational Text** ***Coordinating Leveled Readers for Journeys***	***x***	***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E ____x_ P/S _____ S/O _____ D ____x_ N** ***Title/Information:***	***x***	
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** **Aero & Officer Mike- Joan Plummer Russell** **Informational Text** **Kids and Critters** **Assembly: Sheriff Department of Cape May County K-9 Unit (Live Demonstration)**	***x***	***x***
Structure (Check appropriate choice): **___x__ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** ***The Extra Good Sunday***	***x***	***x***
Structure (Check appropriate choice): **_____ C/C __x___ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:***		***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:***		

Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research	**O**	**E**	**N**	**R**
_x__ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S __x___ S/O _____ D __x___ N **Title/Description: Personal Narrative- Write about your first day at school this academic year.** **Mentor Text- First Day Jitters by Julie Daneberg**			**X**	
__x___ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Personal Narrative- Write about something with someone special.**			**x**	
_____ P or __x___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __x__ N **Title/Description: Write about your favorite place.**			**x**	
__x__ P or _____ OD and Structure: _____ C/C _x____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Do you think the judge in The Trial of Cardigan Jones was fair/smart?**	**x**			
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D _____ N **Title/Description: Write traits make someone a hero.**	**x**			
___x__ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D ___ N **Title/Description: Research bridges and summarize what was learned.**				**x**

Assessment Evidence:				
Performance Tasks: Progress Monitoring Running Records Writing Conferences Exit Slips Response to Literature Open-ended questions Rubrics Word study Reader's Notebook	**Other Assessment Measures*:*** ****Include Benchmarks*** Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments Weekly Spelling Tests Phonics/Grammar Tests Weekly Writing Prompts Reflection questions			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)				
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**			
26.	•			
27.	•			
28.	•			
29.	•			
30.	•			

31.	•
32.	•
33.	•
34.	•
35.	•
36.	•
37.	•

Resources:

- Journey's Textbook
- Comprehensive Language and Literacy Guide
- Journey's Grab & Go
- Journey's Write-In Reader
- Journey's Projectables
- Common Core Writing Handbook
- Flocabulary
- BrainPop Jr.
- SchoolHouse Rocks
- ThinkCentral
- ReadWriteThink.org
- SpellingCity
- Mentor Texts
- Writinga-z.com
- Superteachers.com
- Achievethecore.org

• ThinkFinity.com • Google Classroom • Third Grade Writing Pacing Binder • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame:	30 – 35 academic days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Third Grade		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reading Literature Text							
Key Ideas and Details							
LA.3.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✔	✔	✔			
LA.3.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	✔	✔	✔			
LA.3.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	✔	✔	✔			
Craft and Structure							
LA.3.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	✔	✔	✔			
LA.3.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	✔	✔	✔			
LA.3.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.			✔			

Integration of Knowledge and Ideas							
LA.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✔	✔	✔			
LA.3.RL.3.8	(Not applicable to literature)						
LA.3.RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	✔	✔	✔			
Range of Reading and Level of Text Complexity							
LA.3.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.		✔	✔			
Reading Informational Text							
Key Ideas and Details							
LA.3.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✔	✔	✔			
LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✔	✔	✔			
LA.3.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✔	✔	✔			
- Craft and Structure							
LA.3.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		✔	✔			

LA.3.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✔	✔			
LA.3.RI.3.6	Distinguish their own point of view from that of the author of a text.		✔				
Integration of Knowledge and Ideas							
LA.3.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✔	✔	✔			
LA.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.		✔	✔			
LA.3.RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.		✔	✔			
Range of Reading and Level of Text Complexity							
LA.3.RI.3.10	By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.		✔	✔			
Reading Foundation Skills							
Phonics and Word Recognition							
LA.3.RF.3.3 (a-d)	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multisyllable words. d) Read grade-appropriate irregularly spelled words.						
Fluency							

LA.3.RF.3.4 (a-c)	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						
Writing							
Text Types and Purposes							
LA.3.W.3.1 (a-d)	Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d) Provide a conclusion.	✔	✔	✔			
LA.3.W.3.2 (a-d)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. b) Develop the topic with facts, definitions, and details. c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a conclusion.	✔	✔	✔			
LA.3.W.3.3 (a-d)	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and	✔	✔	✔			

	clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use temporal words and phrases to signal event order. d) Provide a sense of closure						
Production and Distribution of Writing							
LA.3.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✔	✔	✔			
LA.3.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✔	✔	✔			
LA.3.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	✔	✔	✔			
Research to Build and Present Knowledge							
LA.3.W.3.7	Conduct short research projects that build knowledge about a topic.	✔	✔	✔			
LA.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✔	✔	✔			
LA.3.W.3.9	(Begins in grade 4)						
Range of Writing							
LA.3.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day						

	or two) for a range of discipline-specific tasks, purposes, and audiences.						
Speaking and Listening							
Comprehension and Collaboration							
LA.3.SL.3.1 (a-d)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a) Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion.	✔	✔	✔			
LA.3.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✔	✔	✔			
LA.3.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✔	✔	✔			
Presentation of Knowledge and Ideas							
LA.3.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✔	✔	✔			
LA.3.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.						

LA.3.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						
Language							
	Conventions of Standard English						
LA.3.L.3.1 (a-i)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., childhood). d) Form and use regular and irregular verbs. e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f) Ensure subject-verb and pronoun-antecedent agreement. g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences.	✔	✔	✔			
LA.3.L.3.2 (a-g)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize appropriate words in titles. b) Use commas in addresses. c) Use commas and quotation marks in dialogue. d) Form and use possessives. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f) Use spelling patterns and generalizations (e.g., word	✔	✔	✔			

	families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Language							
LA.3.L.3.3 (a-b)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written standard English.	✔	✔	✔			
Vocabulary Acquisition and Use							
LA.3.L.3.4 (a-d)	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✔	✔	✔			
LA.3.L.3.5 (a-c)	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Identify real-life connections between words and their						

	use (e.g., describe people who are friendly or helpful). c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).						
LA.3.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).						

4th GRADE ELA CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

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Content Area:	English Language Arts	Grade(s) Fourth
Unit Plan Title:	Unit 1: Helping Brings Out the Best in Us	

Overview/Rationale (Describe and Justify)

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to make college and career readiness expectations no later than the end of high school in a cumulative progression. This student will also provide exposure to high quality text and focused instruction. It incorporates text based scaffolding so that students learn how to read complex text independently. Students will read fiction and nonfiction text in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.
This plan will effectively produce clear and coherent narrative writing in which the development, organization and style are appropriate to task, purpose and audience.

Standard(s) Number and Description (Established Goals)

Standards for Reading

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and

drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Phonics and Word Recognition
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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.

Fluency
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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

Standards for Writing

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. 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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standards for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
E. Form and use prepositional phrases.
F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.
B. Use commas and quotation marks to mark direct speech and quotations from a text.
C. Use a comma before a coordinating conjunction in a compound sentence.
D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.
B. Choose punctuation for effect.
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
B. Recognize and explain the meaning of common idioms, adages, and proverbs.
C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? Conceptual not procedural/factual.)

Students will understand that…

Reading:

- Effective readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Effective readers need to decode and analyze words to become a successful reader
- Effective readers become fluent when they process print with expression at an appropriate rate.
- Effective readers can identify story structure in narrative and informational text.
- Effective readers read the text to visualize story events.
- Effective readers' understanding will be improved by sharing and evaluating ideas with peers

- Effective readers infer and predict outcomes from the text

Writing:

- Effective writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- Effective writers must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Effective writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Effective writers' understanding will be improved by sharing and evaluating ideas with peers
- Effective writers develop real or imagined experiences or events using narrative techniques
- Effective writers link opinion and reasons using words and phrases

Language:

- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Demonstrate the command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

- Effective readers and writers understand that context and structure of language is needed to use appropriate vocabulary
- Determine or clarify the meaning of unknown or multiple-meaning word and phrases based on grade 4 reading and content, choosing flexible from a range of strategies
- Demonstrate understanding of figurative language and word relationships

Misunderstandings Predicted

- Extrapolating important events and putting in their own words
- Identifying main idea and supporting details
- Writing in complete sentences and using proper punctuation
- Use of transition words in informational text
- Organization of ideas in writing
- Making inferences
- Sequencing of events

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a character's actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?
- How can I craft an opinion and support it with details?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

X	**Global Awareness**
X	**Environmental Literacy**
	Health Literacy
X	**Civic Literacy**
	Financial, Economic , Business and Entrepreneurial Literacy

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill. (Some boxes may have all 3, some 0)*

21st Century Skills

E,T,A	**Critical Thinking and Problem Solving**
E,A	**Creativity and Innovation**
E,T,A	**Communication and Collaboration**
E,T,A	**Flexibility and Adaptability**
E	**Initiative and Self-Direction**
E,T	**Social and Cross-Cultural Skills**
E,T,A	**Productivity and Accountability**
E,T	**Leadership and Responsibility**
E,T,A	**Information Literacy Skills**

	E,T	**Media Literacy Skills**
	E,T	**Information, Communication, and Technology (ICT) Literacy**

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	**CRP1. Act as a responsible and contributing citizen and employee**
E,T,A	**CRP2. Apply appropriate academic and technical skills**
E	**CRP3. Attend to personal health and financial well-being**
E,T,A	**CRP4. Communicate clearly and effectively with reason**
E,T	**CRP5. Consider the environmental, social and economic impacts of decisions**
E,T,A	**CRP6. Demonstrate creativity and innovation**
	CRP7. Employ valid and reliable research strategies
E,T	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
E	**CRP9. Model integrity, ethical leadership, and effective management**
E	**CRP10. Plan education and career paths aligned to personal goals**
E, T	**CRP11. Use technology to enhance productivity**
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story	**Reading:** Apply the strategies and skills that good readers use to think deeply about fiction and nonfictional text

• The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The research writing process • The parts of a research piece • Descriptive details • Precise language • Citing evidence • The writing process • Crafting an opinion	**Writing:** • Write an introduction explaining their focus • Construct paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize transition words and vary sentence structure to link information within categories • Construct a strong conclusion • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience • Develop and strengthen writing by planning, revising and editing • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended and shorter time frames
Key Vocabulary and Terms:	
Reading: **story structure (plot, setting, characters, conflict ,beginning, middle, end), summarize, flashback, author's purpose, monitor/clarify, point of view, visualize, theme, analyze/evaluate, infer/predict, text and graphic features, author's purpose, folktale, opinion** **Writing:**	

Explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, facts, details, topic, conclusion, transition word, text, conventions, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, collaborate, analyze, **Grammar*:*** **complete sentences, subjects and predicates, dialogue, simple and compound sentences, nouns**		
Texts Included (List in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E _X___ P/S ___X__ S/O _____ D _____ N** ***Title/Information: "Because of Winn-Dixie" by Kate DiCamillo*** ***Because of Bookends (optional) informational text Journeys Leveled Readers***	**X**	
Structure (Check appropriate choice): **_____ C/C _____ C/E __X___ P/S _____ S/O _____ D _____ N** ***Title/Information: "My Brother Martin" by Christine King Farris*** **"Langston Hughes: A Poet and Dreamer" (optional) biography Journeys Leveled Readers**		***X***
Structure (Check appropriate choice): **___X__ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** **"How Tia Lola came to Stay" by Julia Alvarez** **"Pizza Pizzaz" (informational text) Journeys Leveled Readers**		***X***
Structure (Check appropriate choice): **_____ C/C __X___ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** **"The Power of W.O.W" by Crystal Hubbard** **" Knowing Noses: Search-and-Rescue Dogs (informational text) Journeys Leveled Readers**		
Structure (Check appropriate choice): **__X___ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information:*** **"Stormalong" by Mary Pope Osbourne** **"Hoderi the Fisherman" Play/folktale *Journeys Leveled Readers***	***X***	
Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description	**Check Type**	

KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research*	O	E	N	R
_X_ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __X___ N **Title/Description: Narrative- Write about a time that you were treated unfairly.** **(personal and narrative paragraph and essay)**			X	
_X__ P or ____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __X___ N **Title/Description: - Write an opinion on a given topic**	X			
_____ P or _____ OD and Structure: _____ C/C ___X__ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Response to Literature**				
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:***
• Progress monitoring • Writing conferences • Exit slips • Response to literature • PARCC released test items	• Selection Tests • Target Vocabulary Tests • Unit Benchmark Tests • Writing Assessments • Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D*	***Consider how will the design will: (WHERETO – Understanding By Design –Wiggins and McTighe)*** **W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? **H**= Hook all students and Hold their interest? **E**= Equip students, help the Experience the key ideas and Explore the issue? **R**=Provide opportunities to Rethink and Revise their understandings and work? **E**=Allow students to Evaluate their work and its implications? **T**=be Tailored (personalized to the different needs, interests and abilities of learners? **O**=be Organized to maximize initial and sustained engagement as well as effective learning? **Description with Modifications, number of days, etc.**
38. Vocabulary Cards	Option 1: Show and discuss vocabulary cards with the students. Have the students define the words in their notebook Option2: Jigsaw-Group the students and distribute two vocabulary cards to each group. They will read the vocabulary cards and come up with a kid-friendly definition. Option 3: Carousel-Students are grouped and vocabulary cards are put around the room. Each group rotates from card to card to discuss what they think the definition is. They then come up with a definition to write in their books. Differentiation - The teacher will accelerate the students a day ahead of the vocabulary introduction day. The words will be presented in text and students will discuss the definition and act out the words. Students can also make vocabulary cards.
39. Corresponding Projectables .2	Read short passage and identify the target skill. Scaffolding-together, small group, partners, individuals Differentiation

	Skill should be previewed during guided reading
40. *Vocabulary Strategies (Corresponding Practice Book and Grab & Go)*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read together - Reword
41. *Developing Comprehension Questions*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read orally Work with a partner to answer them
42. *Vocabulary Quiz (Series Produced)*	Students will independently complete their quizzes. Modifications - Quiz questions modified Quizzes read aloud
43. *Comprehension/Skill Test (Series Produced)*	Students will independently complete the tests. Modifications - Test questions modified Tests read aloud
44. *Response to Literature (Teacher or Series Produced)*	Students will independently complete the Response to Literature. Modifications - Students can utilize their RSS card. - Scribe if needed Questions reworded
45. *Additional General Modifications*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses

	• Sequence tasks from easy to difficult • Individual/small-group/whole class • Instruction • Think aloud • Peer tutoring • Warm-up activities • Meaningful real life connections • Modeling- teacher demonstrates, student uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Multistep • Graphic organizers • Skill based groups • Mini-lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing

Resources: (All textbooks, websites, and other major resources associated with the course)

Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text

Benchmark Assessment System 2, 2nd Edition

For Grades 3-8, Levels L-Z

By: Irene Fountas, Lesley University, Gay Su Pinnell

The Ohio State University, 2013

Journey's Leveled Readers

Assessment Books Blackline Masters Vocabulary Cards www.thinkcentral.com www.writinga-z.com www.superteachers.com www.spelling.city.com www.readwritethink.com	
Suggested Time Frame (Days):	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s) Fourth
Unit Plan Title:	Unit 2: We Express Ourselves In Many Ways	

Overview/Rationale (Describe and Justify)

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to make college and career readiness expectations no later than the end of high school in a cumulative progression. This student will also provide exposure to high quality text and focused instruction. It incorporates text based scaffolding so that students learn how to read complex text independently. Students will read fiction and nonfiction text in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization and style are appropriate to task, purpose and audience.

Standard(s) Number and Description (Established Goals)

Standards for Reading

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in

literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Phonics and Word Recognition
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

B. 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.

Fluency
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

D. Read grade-level text with purpose and understanding.
E. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards for Writing

ext Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

F. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

G. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

H. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

I. Use precise language and domain-specific vocabulary to inform about or explain the topic.

J. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

F. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

H. Use a variety of transitional words and phrases to manage the sequence of events.

I. Use concrete words and phrases and sensory details to convey experiences and events precisely.

J. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. 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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize

information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

C. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
D. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standards for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

H. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
I. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
J. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
K. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
L. Form and use prepositional phrases.
M. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
N. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Use correct capitalization.
F. Use commas and quotation marks to mark direct speech and quotations from a text.
G. Use a comma before a coordinating conjunction in a compound sentence.
H. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

D. Choose words and phrases to convey ideas precisely.
E. Choose punctuation for effect.
F. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

D. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
F. 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

D. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
E. Recognize and explain the meaning of common idioms, adages, and proverbs.
F. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social

media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? Conceptual not procedural/factual.)

Students will understand that…

Reading:

- Effective readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Effective readers need to decode and analyze words to become a successful reader
- Effective readers become fluent when they process print with expression at an appropriate rate.
- Effective readers can identify story structure in narrative and informational text.
- Effective readers read the text to visualize story events.
- Effective readers' understanding will be improved by sharing and evaluating ideas with peers
- Effective readers infer and predict outcomes from a text

Writing:

- Effective writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- Effective writers must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.

- Effective writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Effective writers' understanding will be improved by sharing and evaluating ideas with peers

Language:

- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Demonstrate the command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

- Effective readers and writers understand that context and structure of language is needed to use appropriate vocabulary
- Determine or clarify the meaning of unknown or multiple-meaning word and phrases based on grade 4 reading and content, choosing flexible from a range of strategies
- Demonstrate understanding of figurative language and word relationships

Predicted Misunderstandings

- Difficulty determining pertinent information when conducting research
- Extrapolating important events and putting in their own words
- Identifying main idea and supporting details
- Writing in complete sentences and using proper punctuation
- Use of transition words in informational text
- Organization of ideas in writing
- Making inferences
- Sequencing of events

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

X	**Global Awareness**
	Environmental Literacy
	Health Literacy
	Civic Literacy
	Financial, Economic , Business and Entrepreneurial

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill. (Some boxes may have all 3, some 0)*

21st Century Skills

E,T,A	**Critical Thinking and Problem Solving**
E,T,A	**Creativity and Innovation**
E,T,A	**Communication and Collaboration**
E,T	**Flexibility and Adaptability**
E	**Initiative and Self-Direction**
E,T	**Social and Cross-Cultural Skills**

	Literacy	E,T,A	Productivity and Accountability
		E, T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

	E,T	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	E,T,A	CRP6. Demonstrate creativity and innovation
	E,T,A	CRP7. Employ valid and reliable research strategies
	E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E,T,A	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: **(What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • Narrative writing process • Descriptive details • Use of transitions • Precise language • The writing process • How to use/write dialogue in a narrative composition	**Reading:** Apply the strategies and skills that good readers use to think deeply about fiction and nonfictional text **Writing:** • Orient the reader by establishing a situation and introducing a narrator • Construct paragraphs that contain description • Use dialogue • Utilize transition words and vary sentence structure • Use concrete words and details strong conclusion • • Provide a conclusion that follows from the narrated experiences or events • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience • Develop and strengthen writing by planning, revising and editing • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended and shorter time frames

Speaking and Listening: • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher led, etc.) **Language**: • Effective ways to communicate while writing and speaking	**Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly. **Language:** • Use knowledge of language and it's conventions when writing, speaking, reading or listening

Key Vocabulary and Terms:	
Reading: **story structure (plot, setting, characters, conflict ,beginning, middle, end), summarize, flashback, author's purpose, monitor/clarify, point of view, visualize, theme, analyze/evaluate, infer/predict, text and graphic features, author's purpose, theme** **Writing:** **Dialogue, sequence, transition word, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, voice, details, conclusion** **Grammar*:*** **Adjectives, adverbs, prepositions, prepositional phrases, transitions, abbreviations**	
Texts Included (List in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information	**Check Type**

KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: L = Literary I = Informational*	L	I
Structure (Check appropriate choice): _____ C/C _____ C/E __X___ P/S _____ S/O _____ D _____ N *Title/Information: "Once Upon a Cool Motorcycle Dude" by Kevin O'Malley* "Storyteller Diane Ferlatte" (optional) informational text Journeys Leveled Readers	X	
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S _____ S/O __X___ D _____ N *Title/Information: "Coming Distractions" by: Frank W. Baker* "The Wonder Of Animation" (optional) Informational Journeys Leveled Readers		*X*
Structure (Check appropriate choice): _____ C/C _____ C/E ___X__ P/S _____ S/O _____ D _____ N *Title/Information: "Me and Uncle Romie" by: Claire Hartfield* "Sidewalk Artists) (optional) Readers' Theater Journeys Leveled Readers	*X*	
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S ___X__ S/O _____ D _____ N *Title/Information: "Dear Mr. Winston" by: Ken Roberts* "Field Guide to Snakes of the Southwest" (Optional) Informational Journeys Leveled Readers	*X*	
Structure (Check appropriate choice): _____ C/C _____ C/E __X___ P/S _____ S/O ___X__ D _____ N *Title/Information: "Jose! Born to Dance" by: Susanna Reich* Dance to the Beat (optional) Poetry Journeys Leveled Readers		*X*
Structure (Check appropriate choice): _____ C/C ___X__ C/E ____ P/S _____ S/O _____ D _____ N *Title/Information: "Frindle"* by: Andrew Clement	X	

Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description	Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order *D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research*	O	E	N	R
_X__ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S _____ S/O __X___ D ____ N			X	

Title/Description: Narrative- Write from the point of view of an object.				
__X___ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __X___ D _____ N **Title/Description: Narrative- Use what you learned about the characters from "Me and Uncle Romie" to write a narrative describing James' visit to NYC the following summer.**			X	
_____ P or ___X__ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Response to Literature- (1 given following each story)**	X			
__X___ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D ___X__ N **Title/Description: Narrative: Write a letter from Mr. Winston's point of view to Cara about the incident involving the snake in the library.**			X	
_____ P or ___X__ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D __X___ N **Title/Description: On Demand Narrative:** Write a sequel to the story we just read in class. In your sequel, tell events that happened next.			X	

Assessment Evidence:	
Performance Tasks: *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*	**Other Assessment Measures:** *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the*

Progress Monitoring *Running Records* *Writing Conferences* *Exit Slips* *Response to Literature* *PARCC released test items*	*desired results? How will students reflect upon and self- assess their learning?)* ***Include Benchmarks*** Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will: (WHERETO – Understanding By Design –Wiggins and McTighe)*** **W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? **H**= Hook all students and Hold their interest? **E**= Equip students, help the Experience the key ideas and Explore the issue? **R**=Provide opportunities to Rethink and Revise their understandings and work? **E**=Allow students to Evaluate their work and its implications? **T**=be Tailored (personalized to the different needs, interests and abilities of learners? **O**=be Organized to maximize initial and sustained engagement as well as effective learning? **Description with Modifications, number of days, etc.**
1. *Vocabulary Cards*	Option 1: Show and discuss vocabulary cards with the students. Have the students define the words in their notebook Option2: Jigsaw-Group the students and distribute two vocabulary cards to each group. They will read the vocabulary cards and come up with a kid-friendly definition. Option 3: Carousel-Students are grouped and vocabulary cards are put around the room. Each group rotates from card to card to discuss what they think the definition is. They then come up with a definition to write in their books. Differentiation - The teacher will accelerate the students a day ahead of the vocabulary introduction day. The words will be presented in text and students will discuss the definition and act out the words. Students can also make vocabulary cards.

2. *Corresponding Projectables .2*	Read short passage and identify the target skill. Scaffolding- together, small group, partners, individual Differentiation - Skill should be previewed during Guided Reading.
3. *Vocabulary Strategies (Corresponding Practice Book and Grab & Go)*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read together - Reword
4. *Developing Comprehension Questions*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read orally - Work with a partner to answer them
5. *Vocabulary Quiz (Series Produced)*	Students will independently complete their quizzes. Modifications - Quiz questions modified - Quizzes read aloud
6. *Comprehension/Skill Test (Series Produced)*	Students will independently complete the tests. Modifications - Test questions modified - Tests read aloud
7. *Response to Literature (Teacher or Series Produced)*	Students will independently complete the Response to Literature. Modifications - Students can utilize their RSS card. - Scribe if needed

	- Questions reworded
Additional General Modifications	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small-group/whole class • Instruction • Think aloud • Peer tutoring • Warm-up activities • Meaningful real life connections • Modeling- teacher demonstrates, student uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Multistep • Graphic organizers • Skill based groups • Mini-lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing • Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit • Leveled Readers (Struggling, On-Level, Advanced and ELL) • Vocabulary Strategies (Struggling, On-Level and Advanced) • Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)
Resources: (All textbooks, websites, and other major resources associated with the course)	

Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text **Benchmark Assessment System 2, 2nd Edition** *For Grades 3-8, Levels L-Z* By: Irene Fountas, Lesley University, Gay Su Pinnell The Ohio State University, 2013 Journey's Leveled Readers Assessment Books Blackline Masters Vocabulary Cards www.thinkcentral.com www.writinga-z.com www.superteachers.com www.spelling.city.com www.readwritethink.com	
Suggested Time Frame (Days):	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade(s) Fourth
Unit Plan Title:	Unit Number 3- Nature Can Amaze Us	

Overview/Rationale (Describe and Justify)

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to make college and career readiness expectations no later than the end of high school in a cumulative progression. This student will also provide exposure to high quality text and focused instruction. It incorporates text based scaffolding so that students learn how to read complex text independently. Students will read fiction and nonfiction text in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization and style are appropriate to task, purpose and audience.

Standard(s) Number and Description (Established Goals)

Standards for Reading

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Phonics and Word Recognition
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C. 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.

Fluency
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

G. Read grade-level text with purpose and understanding.
H. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards for Writing

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

K. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

L. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

M. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

N. Use precise language and domain-specific vocabulary to inform about or explain the topic.

O. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

K. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

L. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

M. Use a variety of transitional words and phrases to manage the sequence of events.

N. Use concrete words and phrases and sensory details to convey experiences and events precisely.

O. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. 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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

E. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

F. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standards for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

O. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
P. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
Q. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
R. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
S. Form and use prepositional phrases.
T. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
U. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I. Use correct capitalization.
J. Use commas and quotation marks to mark direct speech and quotations from a text.
K. Use a comma before a coordinating conjunction in a compound sentence.
L. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

G. Choose words and phrases to convey ideas precisely.
H. Choose punctuation for effect.
I. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

G. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
H. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
I. 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

G. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
H. Recognize and explain the meaning of common idioms, adages, and proverbs.
I. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social

media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? Conceptual not procedural/factual.)

Students will understand that…

Reading:

- Effective readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Effective readers need to decode and analyze words to become a successful reader
- Effective readers become fluent when they process print with expression at an appropriate rate.
- Effective readers can identify story structure in narrative and informational text.
- Effective readers read the text to visualize story events.
- Effective readers' understanding will be improved by sharing and evaluating ideas with peers

Writing:

- Effective writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- Effective writers must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Effective writers will research and write an informational composition that synthesizes information from various sources.
- Effective writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Effective writers' understanding will be improved by sharing and evaluating ideas with peers
- Effective writer's develop real or imagined experiences or events using narrative techniques

Language:

- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Demonstrate the command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

- Effective readers and writers understand that context and structure of language is needed to use appropriate vocabulary
- Determine or clarify the meaning of unknown or multiple-meaning word and phrases based on grade 4 reading and content, choosing flexible from a range of strategies
- Demonstrate understanding of figurative language and word relationships

Predicted Misunderstandings

- Difficulty determining pertinent information when conducting research
- Extrapolating important events and putting in their own words
- Identifying main idea and supporting details
- Writing in complete sentences and using proper punctuation
- Use of transition words in informational text
- Organization of ideas in writing
- Making inferences
- Sequencing of events

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill. (Some boxes may have all 3, some 0)*	
21st Century Interdisciplinary Themes		**21st Century Skills**	
X	**Global Awareness**	E,T,A	**Critical Thinking and Problem Solving**
X	**Environmental Literacy**	E,A	**Creativity and Innovation**
	Health Literacy	E,T,A	**Communication and Collaboration**
X	**Civic Literacy**	E,T	**Flexibility and Adaptability**
	Financial, Economic , Business and Entrepreneurial Literacy	E	**Initiative and Self-Direction**
		E,T	**Social and Cross-Cultural Skills**
		E,T,A	**Productivity and Accountability**
		E,T	**Leadership and Responsibility**

E,T,A	Information Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	**CRP1. Act as a responsible and contributing citizen and employee**
E,T,A	**CRP2. Apply appropriate academic and technical skills**
E	**CRP3. Attend to personal health and financial well-being**
E,T,A	**CRP4. Communicate clearly and effectively with reason**
E,T,A	**CRP5. Consider the environmental, social and economic impacts of decisions**
E,T,A	**CRP6. Demonstrate creativity and innovation**
E,T,A	**CRP7. Employ valid and reliable research strategies**
E,T	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
E	**CRP9. Model integrity, ethical leadership, and effective management**
E	**CRP10. Plan education and career paths aligned to personal goals**
E,T	**CRP11. Use technology to enhance productivity**
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: **(What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story	**Reading:** Apply the strategies and skills that good readers use to think deeply about

• The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The research writing process • The parts of a research piece • Descriptive details • Precise language • Citing evidence • The writing process • The research process **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher led, etc.)	fiction and nonfictional text **Writing:** • Write an introduction explaining their focus • Construct paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize transition words and vary sentence structure to link information within categories • Construct a strong conclusion • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience • Develop and strengthen writing by planning, revising and editing • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own

Language: • Effective ways to communicate while writing and speaking	clearly. **Language:** • Use knowledge of language and it's conventions when writing, speaking, reading or listening

Key Vocabulary and Terms:

Reading:
story structure (plot, setting, characters, conflict ,beginning, middle, end), summarize, flashback, author's purpose, monitor/clarify, point of view, visualize, theme, analyze/evaluate, infer/predict, text and graphic features, author's purpose, theme

Writing:
Explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, facts, details, topic, conclusion, transition word, text, conventions, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, collaborate, sources, analyze, validity

Grammar*:*
Adjectives, adverbs, prepositions, prepositional phrases, transitions, abbreviations,

Texts Included (List in Order of Increasing Complexity) **Identify Text Structure, Type, and Title/Information**	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C __X___ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information: "The Screech Owl" by Jean Craighead George*** **In the Wild (optional) Readers' Theater Journeys Level Readers**		**X**
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S ___X__ S/O _____ D _____ N** ***Title/Information: "The Earth Dragon Awakes" by Laurence Yep*** **Texas Twisters (optional) informational text Journeys Level Readers**	***X***	

Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S ____X_ S/O _____ D _____ N** ***Title/Information: "Antarctic Journal" by Jennifer Owings Dewey*** **"The Coolest Marathon" (optional) Informational Text Journeys Level Readers**	***X***	
Structure (Check appropriate choice): **__X___ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N** ***Title/Information: "The Life and Times of the Ant" by Charles Micucci*** **"The Dove and the Ant" (optional) Fable Journeys Level Readers**		***X***
Structure (Check appropriate choice): **_____ C/C _____ C/E ___X__ P/S _____ S/O _____ D _____ N** ***Title/Information: "Ecology for Kids" by Federico Arana*** **"Wonderful Weather" (optional) Informational Text**		***X***

Writing Assignments **Identify Writing Structure, Type, and Assignment Title/Description**	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research***	**O**	**E**	**N**	**R**
__X_ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Informational- How Are Crayons Made**		**X**		
_____ P or __X___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: On Demand Explanatory-** Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.		**X**		

_____ P or __X___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Response to Literature- (1 given following each story)**	**X**			
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:***
• Progress monitoring • Writing conferences • Exit slips • Response to literature • PARCC released test items	• Selection Tests • Target Vocabulary Tests • Unit Benchmark Tests • Writing Assessments • Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities (add rows as needed) *D **Title**	***Consider how will the design will: (WHERETO – Understanding By Design –Wiggins and McTighe)*** **W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? **H**= Hook all students and Hold their interest? **E**= Equip students, help the Experience the key ideas and Explore the issue? **R**=Provide opportunities to Rethink and Revise their understandings and work? **E**=Allow students to Evaluate their work and its implications? **T**=be Tailored (personalized to the different needs, interests and abilities of learners? **O**=be Organized to maximize initial and sustained engagement as well as effective learning? **Description with Modifications, number of days, etc.**
8. *Vocabulary Cards*	Option 1: Show and discuss vocabulary cards with the students. Have the students define the words in their notebook Option2: Jigsaw-Group the students and distribute two vocabulary cards to each group. They will read the vocabulary cards and come up with a kid-friendly definition. Option 3: Carousel-Students are grouped and vocabulary cards are put around the room. Each group rotates from card to card to discuss what they think the definition is. They then come up with a definition to write in their books. Differentiation - The teacher will accelerate the students a day ahead of the vocabulary introduction day. The words will be presented in text and students will discuss the definition and act out the words. Students can also make vocabulary cards.
9. *Corresponding Projectables .2*	Read short passage and identify the target skill. Scaffolding- together, small group, partners, individual Differentiation - Skill should be previewed during Guided Reading.
10. *Vocabulary Strategies (Corresponding Practice Book and Grab & Go)*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read together

	- Reword
11. *Developing Comprehension Questions*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read orally - Work with a partner to answer them
12. *Vocabulary Quiz (Series Produced)*	Students will independently complete their quizzes. Modifications - Quiz questions modified - Quizzes read aloud
13. *Comprehension/Skill Test (Series Produced)*	Students will independently complete the tests. Modifications - Test questions modified - Tests read aloud
14. *Response to Literature (Teacher or Series Produced)*	Students will independently complete the Response to Literature. Modifications - Students can utilize their RSS card. - Scribe if needed - Questions reworded
Additional General Modifications	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small-group/whole class • Instruction • Think aloud • Peer tutoring

	• Warm-up activities • Meaningful real life connections • Modeling- teacher demonstrates, student uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Multistep • Graphic organizers • Skill based groups • Mini-lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop Conferencing • Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit • Leveled Readers (Struggling, On-Level, Advanced and ELL) • Vocabulary Strategies (Struggling, On-Level and Advanced) • Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)
Resources: (All textbooks, websites, and other major resources associated with the course)	
Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text **Benchmark Assessment System 2, 2nd Edition** *For Grades 3-8, Levels L-Z* By: Irene Fountas, Lesley University, Gay Su Pinnell The Ohio State University, 2013 Journey's Leveled Readers Assessment Books	

Blackline Masters Vocabulary Cards www.thinkcentral.com www.writinga-z.com www.superteachers.com www.spelling.city.com www.readwritethink.com	
Suggested Time Frame (Days):	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade 4
Unit Plan Title:	Unit 4: Never Give Up	

Overview/Rationale (Describe and Justify)

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to make college and career readiness expectations no later than the end of high school in a cumulative progression. This student will also provide exposure to high quality text and focused instruction. It incorporates text based scaffolding so that students learn how to read complex text independently. Students will read fiction and nonfiction text in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization and style are appropriate to task, purpose and audience.

Standard(s) Number and Description (Established Goals)

Standards for Reading

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Key Ideas and Details

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Phonics and Word Recognition
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

D. 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.

Fluency
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

J. Read grade-level text with purpose and understanding.
K. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards for Writing

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

P. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Q. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

R. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

S. Use precise language and domain-specific vocabulary to inform about or explain the topic.

T. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

P. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Q. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

R. Use a variety of transitional words and phrases to manage the sequence of events.

S. Use concrete words and phrases and sensory details to convey experiences and events precisely.

T. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. 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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

G. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
H. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standards for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

V. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
W. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
X. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
Y. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
Z. Form and use prepositional phrases.
AA. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
BB. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

M. Use correct capitalization.
N. Use commas and quotation marks to mark direct speech and quotations from a text.
O. Use a comma before a coordinating conjunction in a compound sentence.
P. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

J. Choose words and phrases to convey ideas precisely.
K. Choose punctuation for effect.
L. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

J. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
K. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
L. 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

J. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
K. Recognize and explain the meaning of common idioms, adages, and proverbs.
L. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Technology Standard(s) Number and Description
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? Conceptual not procedural/factual.)

Students will understand that…

Reading:

- Effective readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Effective readers need to decode and analyze words to become a successful reader
- Effective readers become fluent when they process print with expression at an appropriate rate.
- Effective readers can identify story structure in narrative and informational text.
- Effective readers read the text to visualize story events.
- Effective readers' understanding will be improved by sharing and evaluating ideas with peers

Writing:

- Effective writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- Effective writers must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Effective writers will research and write an informational composition that synthesizes information from various sources.
- Effective writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Effective writers' understanding will be improved by sharing and evaluating ideas with peers
- Effective writer's develop real or imagined experiences or events using narrative techniques

Language:

- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Demonstrate the command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

- Effective readers and writers understand that context and structure of language is needed to use appropriate vocabulary
- Determine or clarify the meaning of unknown or multiple-meaning word and phrases based on grade 4 reading and content, choosing flexible from a range of strategies
- Demonstrate understanding of figurative language and word relationships

Predicted Misunderstandings

- Difficulty determining pertinent information when conducting research
- Extrapolating important events and putting in their own words
- Identifying main idea and supporting details
- Writing in complete sentences and using proper punctuation

- Use of transition words in informational text
- Organization of ideas in writing
- Making inferences
- Sequencing of events

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.	*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill. (Some boxes may have all 3, some 0)*

21st Century Interdisciplinary Themes		21st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
X	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	A,T	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T	Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T, A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T, A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E,T	CRP7. Employ valid and reliable research strategies

	E,T	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
	E	**CRP9. Model integrity, ethical leadership, and effective management**
	E	**CRP10. Plan education and career paths aligned to personal goals**
	E,T	**CRP11. Use technology to enhance productivity**
		CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story	**Reading:** Apply the strategies and skills that good readers use to think deeply about fiction and nonfictional text
Writing: • The research writing process • The parts of a research piece • Descriptive details • Precise language • Citing evidence • The writing process • The research process	**Writing:** • Write an introduction explaining their focus • Construct paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize transition words and vary sentence structure to link information within categories • Construct a strong conclusion • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience

	• Develop and strengthen writing by planning, revising and editing • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended and shorter time frames
Speaking and Listening: • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher led, etc.) **Language**: • Effective ways to communicate while writing and speaking	**Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly. **Language:** • Use knowledge of language and it's conventions when writing, speaking, reading or listening
Key Vocabulary and Terms:	
Reading: **story structure (plot, setting, characters, conflict ,beginning, middle, end), summarize, flashback, author's purpose, monitor/clarify, point of view, visualize, theme, analyze/evaluate, infer/predict, text and graphic features, author's purpose, theme** **Writing:** **Explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, facts, details, topic, conclusion, transition word, text, conventions, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, collaborate, sources, analyze, validity** **Grammar*:***	

Adjectives, adverbs, prepositions, prepositional phrases, transitions, abbreviations,		
Texts Included (Li, papst in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): ___X__ C/C _____ C/E _____ P/S ____ S/O _____ D _____ N ***Title/Information: "Riding Freedom" by Pam Munoz Ryan (required)*** ***Spindletop (optional) Informational text Leveled readers for Journeys***	**X**	
Structure (Check appropriate choice): _____ C/C _____ C/E __X__ P/S _____ S/O _____ D _____ N ***Title/Information: "The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog" by Dorothy Hinshaw Patent*** **The Sticky Coyote (optional) Reader's Theater Leveled Readers for Journeys**		***X***
Structure (Check appropriate choice): _____ C/C _____ C/E ___X__ P/S ____ S/O _____ D _____ N ***Title/Information: Moon Runner by Carolyn Marsden*** **A Day for the Moon (optional) informational text Leveled Readers for Journeys**	***X***	
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S __X__ S/O _____ D _____ N ***Title/Information: "Harvesting Hope: The Story of Cesar Chavez" by Kathleen Krull*** ***The Edible School Yard (optional) informational text Leveled Readers for Journeys***		***X***
Structure (Check appropriate choice): _____ C/C _____ C/E _____ P/S __X_ S/O _____ D _____ N ***Title/Information: "Sacagawea" by Lisa Erdrich*** **Native American Nature Poetry (optional) poetry Leveled Readers for Journeys**		***X***

Writing Assignments Identify Writing Structure, Type, and Assignment Title/Description	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research***	**O**	**E**	**N**	**R**
__X_ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S _X____ S/O _____ D _____				**X**

N **Title/Description: Research- Analyze informational texts and synthesize facts and details from the given text that focuses on said task. Write a 3- 5 paragraph research piece on a given topic**				
_____ P or ____X_ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D ____X_ N **Title/Description: Write a 3 paragraph narrative essay that responds to a given prompt (Sadako's Secret)**			**X**	
_____ P or __X___ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: RSS (response to literature) completed after each lesson**	**X**			
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:***
• Progress monitoring • Writing conferences • Exit slips • Response to literature • PARCC released test items	• Selection Tests • Target Vocabulary Tests • Unit Benchmark Tests • Writing Assessments • Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will: (WHERETO – Understanding By Design –Wiggins and McTighe)*** **W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? **H**= Hook all students and Hold their interest? **E**= Equip students, help the Experience the key ideas and Explore the issue? **R**=Provide opportunities to Rethink and Revise their understandings and work? **E**=Allow students to Evaluate their work and its implications? **T**=be Tailored (personalized to the different needs, interests and abilities of learners? **O**=be Organized to maximize initial and sustained engagement as well as effective learning? **Description with Modifications, number of days, etc.**
46. Vocabulary Cards	Option 1: Show and discuss vocabulary cards with the students. Have the students define the words in their notebook Option2: Jigsaw-Group the students and distribute two vocabulary cards to each group. They will read the vocabulary cards and come up with a kid-friendly definition. Option 3: Carousel-Students are grouped and vocabulary cards are put around the room. Each group rotates from card to card to discuss what they think the definition is. They then come up with a definition to write in their books. Differentiation - The teacher will accelerate the students a day ahead of the vocabulary introduction day. The words will be presented in text and students will discuss the definition and act out the words. Students can also make vocabulary cards.
47. Corresponding Projectables .2	Read short passage and identify the target skill. Scaffolding- together, small group, partners, individual Differentiation Skill should be previewed during Guided Reading.
48. Vocabulary Strategies	We will do first two as a group, the next one as a partner and the remaining independently.

(Corresponding Practice Book and Grab & Go)	Modifications - Read together - Reword
49. *Developing Comprehension Questions*	We will do first two as a group, the next one as a partner and the remaining independently. Modifications - Read orally Work with a partner to answer them
50. *Vocabulary Quiz (Series Produced)*	Students will independently complete their quizzes. Modifications - Quiz questions modified Quizzes read aloud
51. *Comprehension/Skill Test (Series Produced)*	Students will independently complete the tests. Modifications - Test questions modified Tests read aloud
52. *Response to Literature (Teacher or Series Produced)*	Students will independently complete the Response to Literature. Modifications - Students can utilize their RSS card. - Scribe if needed Questions reworded
53. *Additional General Modifications*	• Breaking down the task • Providing step-by-step prompts • Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small-group/whole class • Instruction

	• Think aloud • Peer tutoring • Warm-up activities • Meaningful real life connections • Modeling- teacher demonstrates, student uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Multistep • Graphic organizers • Skill based groups • Mini-lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop conferencing • Strategic Intervention Tiers II and III: Write-in Reader, Reading Tool Kit • Leveled Readers (Struggling, On-Level and Advanced) • Vocabulary Strategies (Struggling, On-Level, and Advanced) • Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)

Resources: (All textbooks, websites, and other major resources associated with the course)

Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text

Benchmark Assessment System 2, 2nd Edition

For Grades 3-8, Levels L-Z

By: Irene Fountas, Lesley University, Gay Su Pinnell

The Ohio State University, 2013

Journey's Leveled Readers

Assessment Books Blackline Masters Vocabulary Cards www.thinkcentral.com www.writinga-z.com www.superteachers.com www.spelling.city.com www.readwritethink.com	
Suggested Time Frame (Days):	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	**ELA**	**Grade 4**

Unit Plan Title:	Unit 5- Change is All Around

Overview/Rationale (Describe and Justify)

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to make college and career readiness expectations no later than the end of high school in a cumulative progression. This student will also provide exposure to high quality text and focused instruction. It incorporates text based scaffolding so that students learn how to read complex text independently. Students will read fiction and nonfiction text in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization and style are appropriate to task, purpose and audience.

Standard(s) Number and Description (Established Goals)

Standards for Reading

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Range of Reading and Level of Text Complexity

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

E. 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.

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

M. Read grade-level text with purpose and understanding.

N. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

O. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards for Writing

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

U. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

V. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

W. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

X. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Y. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

U. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

V. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W. Use a variety of transitional words and phrases to manage the sequence of events.

X. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Y. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. 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.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

I. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
J. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Standards for Language

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
DD. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
EE. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
FF. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
GG. Form and use prepositional phrases.
HH. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
II. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Q. Use correct capitalization.
R. Use commas and quotation marks to mark direct speech and quotations from a text.

S. Use a comma before a coordinating conjunction in a compound sentence.
T. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

M. Choose words and phrases to convey ideas precisely.
N. Choose punctuation for effect.
O. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

M. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
N. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
O. 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

M. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
N. Recognize and explain the meaning of common idioms, adages, and proverbs.
O. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Technology Standard(s) Number and Description

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3- (Standard) Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? Conceptual not procedural/factual.)

Students will understand that…

Reading:

- Effective readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Effective readers need to decode and analyze words to become a successful reader
- Effective readers become fluent when they process print with expression at an appropriate rate.
- Effective readers can identify story structure in narrative and informational text.
- Effective readers read the text to visualize story events.
- Effective readers' understanding will be improved by sharing and evaluating ideas with peers

Writing:

- Effective writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- Effective writers must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Effective writers will research and write an informational composition that synthesizes information from various sources.
- Effective writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Effective writers' understanding will be improved by sharing and evaluating ideas with peers

Language:

- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Demonstrate the command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing

Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary Acquisition and Use

- Effective readers and writers understand that context and structure of language is needed to use appropriate vocabulary
- Determine or clarify the meaning of unknown or multiple-meaning word and phrases based on grade 4 reading and content, choosing flexible from a range of strategies

- Demonstrate understanding of figurative language and word relationships

Predicted Misunderstandings

- Difficulty determining pertinent information when conducting research
- Extrapolating important events and putting in their own words
- Identifying main idea and supporting details
- Writing in complete sentences and using proper punctuation
- Use of transition words in informational text
- Organization of ideas in writing
- Making inferences
- Sequencing of events

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

X	Global Awareness
X	Environmental Literacy
	Health Literacy
X	Civic Literacy
	Financial, Economic , Business and Entrepreneurial Literacy

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill. (Some boxes may have all 3, some 0)*

21st Century Skills

E,T,A	Critical Thinking and Problem Solving
E	Creativity and Innovation
E,T,A	Communication and Collaboration
E,T	Flexibility and Adaptability
E	Initiative and Self-Direction
E,T	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E,T	Leadership and Responsibility
E,T,A	Information Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills

	E	**CRP3. Attend to personal health and financial well-being**
	E,T,A	**CRP4. Communicate clearly and effectively with reason**
	E,T,A	**CRP5. Consider the environmental, social and economic impacts of decisions**
	E,T,A	**CRP6. Demonstrate creativity and innovation**
	E,T,A	**CRP7. Employ valid and reliable research strategies**
	E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
	E,T	**CRP9. Model integrity, ethical leadership, and effective management**
	E	**CRP10. Plan education and career paths aligned to personal goals**
	E	**CRP11. Use technology to enhance productivity**
		CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: **(What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The research writing process • The parts of a research piece	**Reading:** Apply the strategies and skills that good readers use to think deeply about fiction and nonfictional text **Writing:** • Write an introduction explaining their focus • Construct paragraphs that develop the topic logically

• Descriptive details • Precise language • Citing evidence • The writing process • The research process **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher led, etc.) **Language**: • Effective ways to communicate while writing and speaking	• Use relevant facts, definitions, details, quotations, and other information/examples • Utilize transition words and vary sentence structure to link information within categories • Construct a strong conclusion • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience • Develop and strengthen writing by planning, revising and editing • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly. **Language:** • Use knowledge of language and it's conventions when writing, speaking, reading or listening
Key Vocabulary and Terms:	
Reading:	

story structure (plot, setting, characters, conflict ,beginning, middle, end), summarize, flashback, author's purpose, monitor/clarify, point of view, visualize, theme, analyze/evaluate, infer/predict, text and graphic features, author's purpose, theme **Writing:** **Explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, facts, details, topic, conclusion, transition word, text, conventions, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, collaborate, sources, analyze, validity** **Grammar*:*** **Adjectives, adverbs, prepositions, prepositional phrases, transitions, abbreviations**		
Texts Included (List in Order of Increasing Complexity) Identify Text Structure, Type, and Title/Information	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___X__ P/S ___ S/O _____ D _____ N** ***Title/Information: "The World According to Humphrey" by Betty G. Birney*** **"Make the Switch" (optional) persuasive text Journeys' Leveled Readers**	**x**	
Structure (Check appropriate choice): **_____ C/C _____ C/E __X__ P/S _____ S/O _____ D _____ N** ***Title/Information: "I Could Do That! Esther Morris Gets Women to Vote" by Linda Arms White*** **"Working for the Vote" (optional) play Journeys' Leveled Readers**		**X**
		X
Structure (Check appropriate choice): **_____ C/C _____ C/E __X_ P/S ___ S/O _____ D _____ N** ***Title/Information:*** **"Owen and Mzee: The True Story of a Remarkable Friendship" by Isabella Hatkoff** **Sea Sanctuary (optional) informational text Journeys Leveled Readers**		***X***
Structure (Check appropriate choice): **_____ C/C ___X C/E _____ P/S ____ S/O _____ D _____ N** ***Title/Information: "The Fun They Had from Isaac Asimov: the Complete Stories" by Isaac Asimov*** **Technology for All Learners" (optional)informational text Journeys Leveled Readers**	***X***	

Writing Assignments **Identify Writing Structure, Type, and Assignment Title/Description**	**Check Type**		
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research	**O**	**E**	**N**	**R**
__X_ Process ___ On Demand AND Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Research- analyze informational texts and synthesize facts and details from the given text that focuses on said task. Write a 3- 5 paragraph research piece on a given topic**				**X**
_____ P or __X__ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: RSS (response to literature) completed after each lesson**	**X**			
___X__ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description: Research- analyze informational text and synthesize facts and details from the given text that focuses on said task. Design a brochure to present information about given topic.**				**X**
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O _____ D _____ N **Title/Description:**				
Assessment Evidence:				
Performance Tasks:	**Other Assessment Measures*:***			

• Progress monitoring • Writing conferences • Exit slips • Response to literature • PARCC released test items	• Selection Tests • Target Vocabulary Tests • Unit Benchmark Tests • Writing Assessments • Weekly Spelling Tests
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will: (WHERETO – Understanding By Design –Wiggins and McTighe)*** **W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? **H**= Hook all students and Hold their interest? **E**= Equip students, help the Experience the key ideas and Explore the issue? **R**=Provide opportunities to Rethink and Revise their understandings and work? **E**=Allow students to Evaluate their work and its implications? **T**=be Tailored (personalized to the different needs, interests and abilities of learners? **O**=be Organized to maximize initial and sustained engagement as well as effective learning? **Description with Modifications, number of days, etc.**
54. Vocabulary Cards	Option 1: Show and discuss vocabulary cards with the students. Have the students define the words in their notebook Option2: Jigsaw-Group the students and distribute two vocabulary cards to each group. They will read the vocabulary cards and come up with a kid-friendly definition. Option 3: Carousel-Students are grouped and vocabulary cards are put around the room. Each group rotates from card to card to discuss what they think the definition is. They then come up with a definition to write in their books. Differentiation - The teacher will accelerate the students a day ahead of the vocabulary introduction day. The words will be presented in text and students will discuss the definition and act out the words. Students can also make vocabulary cards.
55. Corresponding	Read short passage and identify the target skill. Scaffolding- together, small group, partners, individual

Projectables .2	Differentiation Skill should be previewed during Guided Reading.
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61. *Additional General*	• Breaking down the task • Providing step-by-step prompts

Modifications	• Repeated practice • Sequenced review • Directed questioning and responses • Sequence tasks from easy to difficult • Individual/small-group/whole class • Instruction • Think aloud • Peer tutoring • Warm-up activities • Meaningful real life connections • Modeling- teacher demonstrates, student uses models to problem solve • Centers • Goal setting • Make predictions • Writing explanations • Multistep • Graphic organizers • Skill based groups • Mini-lessons • Portfolios • Shared writing • Interactive writing • Independent writing • Writer's workshop conferencing • Strategic Intervention Tiers II and III: Write-In Reader, Reading Tool Kit • Leveled Readers (Struggling, On-Level and Advanced) • Vocabulary Strategies (Struggling, On-Level and Advanced) • Small Group Differentiation (Vocabulary Reader, Comprehension, Phonics and Fluency)
Resources: (All textbooks, websites, and other major resources associated with the course)	
Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text	

Benchmark Assessment System 2, 2nd Edition *For Grades 3-8, Levels L-Z* By: Irene Fountas, Lesley University, Gay Su Pinnell The Ohio State University, 2013 Journey's Leveled Readers	
Suggested Time Frame (Days):	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

5th GRADE ELA CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

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Introduction

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for English Language Arts are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

Course Description

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJDOE *recommends* 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8.

Pacing Guide

Recommended Fifth Grade ELA Pacing Guide			
First Marking Period	**Days 1- 45**		
	September 18 days	**October 20 Days**	**November 18 days**
	Unit One- School Spirit		Unit Two- Wild Encounters
Second Marking Period	**Days 46- 90**		
	November (Continued) 18 days	**December 15 days**	**January 20 days**
	Unit Two- Continued		Unit Three- Revolution!
Third Marking Period	**Days 91- 135**		
	February 18 days	**March 21 days**	**April 16 days**
	Unit Three- Continued	Unit Four- What's Your Story?	
Fourth Marking Period	**Days 136-180**		
	April (Continued) 16 days	**May 22 days**	**June 12 days**
	Unit Four- Continued	Unit Five- Under Western Skies	

Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLS		TIMEFRAME
1- School Spirit	• Effective readers learn lessons from the experiences of real people and fictional characters. • Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text. • Effective readers question the text, consider different perspectives, and look for author's bias. • Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -structured event sequences. • Effective writers examine a topic and convey complex ideas and information clearly and effectively. • Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.	**LA.5.RL.5.1** **LA.5.RL.5.2** **LA.5.RL.5.4** **LA.5.RL.5.6** **LA.5.RI.5.1** **LA.5.RI.5.2** **LA.5.RI.5.4** **LA.5.RI.5.6** **LA.5.RF.5.3.A** **LA.5.RF.5.4.A** **LA.5.RF.5.4.B** **LA.5.RF.5.4.C** **LA.5.W.5.3.D** **LA.5.W.5.3.A** **LA.5.W.5.3.B** **LA.5.W.5.3.C** **LA.5.W.5.3.D**	**LA.5.W.5.3.E** **LA.5.W.5.4** **LA.5.W.5.5** **LA.5.W.5.6** **LA.5.W.5.10** **LA.5.SL.5.1.A** **LA.5.SL.5.1.B** **LA.5.SL.5.1.C** **LA.5.SL.5.1.D** **LA.5.SL.5.6** **LA.5.L.5.1.A** **LA.5.L.5.1.B** **LA.5.L.5.2.A** **LA.5.L.5.2.E** **LA.5.L.5.4.A** **LA.5.L.5.4.C** **LA.5.L.5.6**	**30-35 days**
2- Wild Encounters	• Effective readers learn lessons from the experiences of real people and fictional characters. • Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text. • Effective readers question the text, consider different perspectives, and look for author's bias. • Effective writers will write opinion pieces to develop opinions that are formed from information and/or facts. • Effective writers will understand that informational texts can be used as references to support their	**LA.5.RL.5.1** **LA.5.RL.5.2** **LA.5.RI.5.1** **LA.5.RI.5.2** **LA.5.RI.5.3** **LA.5.RI.5.4** **LA.5.RI.5.5** **LA.5.RI.5.6** **LA.5.RI.5.7** **LA.5.RI.5.8** **LA.5.RI.5.9** **LA.5.RF.5.3.A**	**LA.5.W.5.7** **LA.5.W.5.10** **LA.5.SL.5.1.A** **LA.5.SL.5.1.B** **LA.5.SL.5.1.C** **LA.5.SL.5.1.D** **LA.5.SL.5.2** **LA.5.SL.5.3** **LA.5.SL.5.6** **LA.5.L.5.1.A** **LA.5.L.5.1.C** **LA.5.L.5.2.B**	**30-35 days**

	opinions. • Effective writers will use relevant evidence to support an opinion. • Effective writers will know that point of view makes a difference when stating an opinion. • Effective writers examine a topic and convey complex ideas and information clearly and effectively. • Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.	**LA.5.RF.5.4.A** **LA.5.RF.5.4.B** **LA.5.RF.5.4.C** **LA.5.W.5.1.A** **LA.5.W.5.1.B** **LA.5.W.5.1.C** **LA.5.W.5.1.D** **LA.5.W.5.4** **LA.5.W.5.5** **LA.5.W.5.**	**LA.5.L.5.2.E** **LA.5.L.5.3.A** **LA.5.L.5.3.B** **LA.5.L.5.4.A** **LA.5.L.5.4.C** **LA.5.L.5.6**	
3- Revolution!	• Effective readers learn lessons from the experiences of real people and fictional characters. • Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text. • Effective readers question the text, consider different perspectives, and look for author's bias. • Effective writers group related information in paragraphs and sections provides a focus to the writing. • Effective writers know that the elements of a nonfiction text help to convey information on the topic. • Effective writers convey ideas through their writing. • Effective writers use precise language and domain specific vocabulary helps to explain topics. • Effective writers use transitions to link information within and across categories. • Effective writers will use their own experiences as resources. • Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism. • Effective writers will give credit to all sources that they use.	**LA.5.RL.5.1** **LA.5.RL.5.2** **LA.5.RL.5.3** **LA.5.RL.5.4** **LA.5.RL.5.5** **LA.5.RL.5.6** **LA.5.RL.5.7** **LA.5.RL.5.9** **LA.5.RI.5.1** **LA.5.RI.5.2** **LA.5.RF.5.3.A** **LA.5.RF.5.4.A** **LA.5.RF.5.4.B** **LA.5.RF.5.4.C** **LA.5.W.5.2.A** **LA.5.W.5.2.B** **LA.5.W.5.2.C** **LA.5.W.5.2.D** **LA.5.W.5.2.E** **LA.5.W.5.4** **LA.5.W.5.5**	**LA.5.W.5.6** **LA.5.W.5.8** **LA.5.W.5.10** **LA.5.SL.5.1.A** **LA.5.SL.5.1.B** **LA.5.SL.5.1.C** **LA.5.SL.5.1.D** **LA.5.SL.5.2** **LA.5.SL.5.4** **LA.5.SL.5.6** **LA.5.L.5.1.A** **LA.5.L.5.1.D** **LA.5.L.5.2.C** **LA.5.L.5.2.E** **LA.5.L.5.4.A** **LA.5.L.5.4.C** **LA.5.L.5.5.A** **LA.5.L.5.5.B** **LA.5.L.5.5.C** **LA.5.L.5.6**	**30-35 days**

	• Effective writers examine a topic and convey complex ideas and information clearly and effectively. • Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.			
4- What's Your Story?	• Effective readers learn lessons from the experiences of real people and fictional characters. • Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text. • Effective readers question the text, consider different perspectives, and look for author's bias. • Effective writers group related information in paragraphs and sections provides a focus to the writing. • Effective writers know that the elements of a nonfiction text help to convey information on the topic. • Effective writers convey ideas through their writing. • Effective writers use precise language and domain specific vocabulary helps to explain topics. • Effective writers use transitions to link information within and across categories. • Effective writers will use their own experiences as resources. • Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism. • Effective writers will give credit to all sources that they use. • Effective writers use evidence from literary texts to support analysis, reflection, and research • Effective writers examine a topic and convey complex ideas and information clearly and effectively. • Effective writers use specific sentence building	**LA.5.RL.5.1** **LA.5.RL.5.2** **LA.5.RL.5.4** **LA.5.RL.5.5** **LA.5.RL.5.6** **LA.5.RL.5.10** **LA.5.RI.5.1** **LA.5.RI.5.2** **LA.5.RI.5.4** **LA.5.RI.5.5** **LA.5.RI.5.6** **LA.5.RI.5.10** **LA.5.RF.5.3.A** **LA.5.RF.5.4.A** **LA.5.RF.5.4.B** **LA.5.RF.5.4.C** **LA.5.W.5.2.A** **LA.5.W.5.2.B** **LA.5.W.5.2.C** **LA.5.W.5.2.D** **LA.5.W.5.2.E** **LA.5.W.5.4**	**LA.5.W.5.5** **LA.5.W.5.6** **LA.5.W.5.9.A** **LA.5.W.5.9.B** **LA.5.W.5.10** **LA.5.SL.5.1.A** **LA.5.SL.5.1.B** **LA.5.SL.5.1.C** **LA.5.SL.5.1.D** **LA.5.SL.5.5** **LA.5.SL.5.6** **LA.5.L.5.1.A** **LA.5.L.5.1.B** **LA.5.L.5.1.C** **LA.5.L.5.1.D** **LA.5.L.5.2.D** **LA.5.L.5.2.E** **LA.5.L.5.4.A** **LA.5.L.5.4.B** **LA.5.L.5.4.C** **LA.5.L.5.6**	**30-35 days**

	techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.			
5- Under Western Skies	• Effective readers learn lessons from the experiences of real people and fictional characters. • Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text. • Effective readers question the text, consider different perspectives, and look for author's bias. • Effective writers group related information in paragraphs and sections provides a focus to the writing. • Effective writers know that the elements of a nonfiction text help to convey information on the topic. • Effective writers convey ideas through their writing. • Effective writers use precise language and domain specific vocabulary helps to explain topics. • Effective writers use transitions to link information within and across categories. • Effective writers will use their own experiences as resources. • Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism. • Effective writers will give credit to all sources that they use. • Effective writers examine a topic and convey complex ideas and information clearly and effectively. • Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.	**LA.5.RL.5.1** **LA.5.RL.5.2** **LA.5.RL.5.3** **LA.5.RL.5.4** **LA.5.RL.5.5** **LA.5.RL.5.6** **LA.5.RL.5.7** **LA.5.RL.5.9** **LA.5.RI.5.1** **LA.5.RI.5.2** **LA.5.RF.5.3.A** **LA.5.RF.5.4.A** **LA.5.RF.5.4.B** **LA.5.RF.5.4.C** **LA.5.W.5.2.A** **LA.5.W.5.2.B** **LA.5.W.5.2.C** **LA.5.W.5.2.D** **LA.5.W.5.2.E** **LA.5.W.5.4** **LA.5.W.5.5**	**LA.5.W.5.6** **LA.5.W.5.8** **LA.5.W.5.10** **LA.5.SL.5.1.A** **LA.5.SL.5.1.B** **LA.5.SL.5.1.C** **LA.5.SL.5.1.D** **LA.5.SL.5.2** **LA.5.SL.5.4** **LA.5.SL.5.6** **LA.5.L.5.1.A** **LA.5.L.5.1.D** **LA.5.L.5.2.C** **LA.5.L.5.2.E** **LA.5.L.5.4.A** **LA.5.L.5.4.C** **LA.5.L.5.5.A** **LA.5.L.5.5.B** **LA.5.L.5.5.C** **LA.5.L.5.6**	**30-35 days**

Content Area:	English Language Arts	Grade(s): 5
Unit Plan Title:	Unit 1—School Spirit	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard(s) Number and Description

Standards for Reading

LA.5.RL.5.1 *- [Progress Indicator] - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*

LA.5.RL.5.2 *- [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.*

LA.5.RL.5.4 *- [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

LA.5.RL.5.6 *- [Progress Indicator] - Describe how a narrator's or speaker's point of view influences how events are described.*

LA.5.RI.5.1 *- [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*

LA.5.RI.5.2 *- [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*

LA.5.RI.5.4 *- [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.*

LA.5.RI.5.6 *- [Progress Indicator] - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*

LA.5.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.*

LA.5.RF.5.4.A *- Read grade-level text with purpose and understanding.*

LA.5.RF.5.4.B *- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.*

LA.5.RF.5.4.C *- Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

Standards for Writing

LA.5.W.5.3.D *- Use concrete words and phrases and sensory details to convey experiences and events precisely.*
LA.5.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.*
LA.5.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.* ***LA.5.W.5.3.C*** *- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.*
LA.5.W.5.3.D *- Use concrete words and phrases and sensory details to convey experiences and events precisely.*
LA.5.W.5.3.E *- Provide a conclusion that follows from the narrated experiences or events.*
LA.5.W.5.4 *- [Progress Indicator] - 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.)*
LA.5.W.5.5 *- [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
LA.5.W.5.6 *- [Progress Indicator] - With some guidance and support from adults and peers, 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.*
LA.5.W.5.10 *- [Progress Indicator] - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Standards for Speaking and Listening

LA.5.SL.5.1.A *- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
LA.5.SL.5.1.B *- Follow agreed-upon rules for discussions and carry out assigned roles.*
LA.5.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.*
LA.5.SL.5.1.D *- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*
LA.5.SL.5.6 *- [Progress Indicator] - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

Standards for Language

LA.5.L.5.1.A *- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
LA.5.L.5.1.B *- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses*
LA.5.L.5.2.A *- Use punctuation to separate items in a series.*
LA.5.L.5.2.E *- Spell grade-appropriate words correctly, consulting references as needed.*
LA.5.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.*
LA.5.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.*
LA.5.L.5.6 *- [Progress Indicator] - 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).

Technology Standard(s) Number and Description

TECH.8.1.5.A.CS1 *- [Content Statement] - Understand and use technology systems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.2 *- [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.*
TECH.8.1.5.A.3 *- [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.*
TECH.8.1.5.B.CS1 *- [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.*
TECH.8.1.5.B.CS2 *- [Content Statement] - Create original works as a means of personal or group expression.*
TECH.8.1.5.C.CS1 *- [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media*

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3 *- [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.*
SCI.5-6.5.4.6.A.c *- [Content Statement] - The Sun's GRAVITY holds planets and other objects in the solar system in orbit, and planets' GRAVITY holds moons in orbit.*
SCI.5-6.5.4.6.A.3 *- [Cumulative Progress Indicator] - Predict what would happen to an orbiting object if GRAVITY were increased, decreased, or taken away.*
SOC.6.3.8.A.1 *- [Cumulative Progress Indicator] - Deliberate on a public issue affecting an upcoming ELECTION, consider opposing arguments, and develop a reasoned conclusion.*
SOC.6.1.12.D.11.d *- [Cumulative Progress Indicator] - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the HOLOCAUST.*
PE.2.5.6.C.1 *- [Cumulative Progress Indicator] - Compare the roles and responsibilities of players and observers and recommend strategies to enhance SPORTSMANSHIP-like behavior.*

Enduring Understandings:

Students will understand that…

Reading:

- Effective readers learn lessons from the experiences of real people and fictional characters.
- Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text.
- Effective readers question the text, consider different perspectives, and look for author's bias.

Writing:

- Effective writers will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well -structured event sequences.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.
- Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Predicted Misunderstandings:

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes

- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions :

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe a characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections

Check all that apply.		**21st Century Interdisciplinary Themes**	*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*	**21st Century Skills**
	x	**Global Awareness**	**E,T,A**	**Critical Thinking and Problem Solving**
		Environmental Literacy	**E**	**Creativity and Innovation**
		Health Literacy	**E,T**	**Communication and Collaboration**
	x	**Civic Literacy**	**E**	**Flexibility and Adaptability**
		Financial, Economic ,	**E**	**Initiative and Self-Direction**

	Business and Entrepreneurial Literacy	E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know….	*Students will be able to (do)…*

Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The narrative writing process • The parts of a narrative • Descriptive Details • Clear event sequences • Figurative Language • The usage of transition words • The usage of sensory details • The writing process **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher-led, etc.) **Language:** • Effective ways to communicate while writing and speaking	**Reading:** • Quote accurately from a text • Make relevant connections when explaining what the text says and when drawing inferences from the text • Determine the key details of a story to identify the theme and to summarize the text • Determine the meaning of words and phrases as they are used in a text • Describe how a narrator's point of view influences how events are described • Summarize the main ideas of a text and explain how they are supported by key details • Analyze multiple accounts of the same event or topic • Analyze how a story can change based on point of view • Know and apply grade-level phonics and word analysis skills in decoding and encoding words • Read grade-level text with purpose and understanding **Writing:** • Establish a situation and introduce a narrator and characters • Organize and event sequence that unfolds naturally • Use narrative techniques (dialogue, description, and pacing) to develop experiences and events or show the responses of characters or situations • Use a variety of transitional words • Use concrete words and sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experience

	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended time frames and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly **Language:** • Use knowledge of language and its conventions when writing, speaking, reading, or listening

Key Vocabulary and Terms:

Reading:
Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, theme, point of view

Writing:
narrative, conventions, voice, nouns, fluency, antonyms, dialogue, prewriting, draft, revise, edit, publish, word choice, topic sentence, conclusion sentence, complete sentences, expression

Grammar:
subject, predicate, types of sentences, compound sentences, singular and plural nouns

Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___x__ P/S _____ S/O _x____ D __x___ N**		

Title/Information:		
A Package for Mrs. Jewls-Louis Sachar (required) ***Humorous Fiction***	**x**	
Questioning Gravity-Katie Sharp(optional) ***Science/Readers' Theater***		**x**
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.9)(optional)	**x**	
Structure (Check appropriate choice): **_____ C/C __x___ C/E _____ P/S _____ S/O ___x__ D _____ N** ***Title/Information:***		
Blasting Off to Space Academy-Susan E Goodman(required)		***x***
Profile of a Spacewalker-Carole Gerber(optional)		***x***
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.81)(optional)	***x***	
Structure (Check appropriate choice): **__x___ C/C _____ C/E _____ P/S _____ S/O _____ D ___x__ N** ***Title/Information:***		
Off and Running-Gary Soto*(required)* **Realistic Fiction**	***x***	
Vote for Me—Pamela Zarn*(optional)* **Persuasive Text**		***x***
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p. 155)(optional)	***x***	
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S ___x__ S/O __x___ D _____ N** ***Title/Information:***		

Double Dutch—Veronica Chambers*(required)* **Narrative Nonfiction** **Score!—Misc. Poets*(optional)*** **Poetry** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.223)(optional)***	 ***x*** 	***x*** ***x***
Structure (Check appropriate choice): **__x___ C/C _____ C/E __x___ P/S _____ S/O ___x__ D ___x__ N** ***Title/Information:*** **Elisa's Diary—Doris Luisa Oronoz*(required)*** **Realistic Fiction** **From Tragedy to Triumph—Jennifer Johnson*(optional)*** **Informational Text** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.295)(optional)***	 ***x*** 	 ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E _____ P/S _____ S/O _____ D ___x__ N** ***Title/Information:*** **Number the Stars—Lois Lowry *(required)***	***x***	

Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research	**O**	**E**	**N**	**R**
__x_ Process ___ On Demand AND Structure: _____ C/C _____ C/E __x___ P/S ___x__ S/O __x___ D ___x__ N **Title/Description: Fictional Narrative- Write a paragraph about exciting events that happen in your neighborhood. The students will focus on generating ideas.**			x	

Mentor Text: Nothing Ever Happens on 90th Street—Roni Schotter				
_____ P or __x__ OD and Structure: _____ C/C _____ C/E ___x__ P/S _x____ S/O _x____ D ___x__ N **Title/Description: On-Demand: Write a fictional narrative paragraph given a prompt in a given time period.**			x	
___x__ P or ____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __x___ D ___x__ N **Title/Description: On-Demand: Poetry: Write a poem describing a color using sensory details (taste, touch, smell, sight, hearing).**			x	
___x__ P or _____ OD and Structure: _____ C/C _____ C/E ___x__ P/S _x____ S/O ____x_ D ___x__ N **Title/Description: Fictional Narrative: Write a three to five paragraph fictional narrative piece focusing on the secret life of his/her teacher. The students will focus on story structure and providing vivid and sensory details.** **Mentor Text: My Teacher's Secret Life—Steven Krensky**			x	
_____ P or ___x__ OD and Structure: _____ C/C _____ C/E ___x__ P/S __x___ S/O __x___ D __x___ N **Title/Description: On-Demand: Write a three to five paragraph fictional narrative piece given a prompt in a given time period.**			x	

Assessment Evidence:	
Performance Tasks: Progress Monitoring Running Records Writing Conferences Exit Slips Response to Literature	**Other Assessment Measures*:*** ****Include Benchmarks*** Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments

PARCC released test items PARCC Scoring Rubric for Prose Constructed Response Items	Weekly Spelling Tests
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
62. Vocabulary	Introduce important/unfamiliar vocabulary from a text to the students. Start by discussing the pronunciation of the word. Then, talk about the meaning of the word. Advise students to use context clues to help them discover the meaning of unfamiliar words. After discussing the vocabulary, have the students complete one of the following activities: • Discuss the vocabulary terms with the students. Have the students define the words in their notebooks. • Group students and have students discuss kid-friendly definitions for each vocabulary term (jigsaw). • Students are grouped and cards with the vocabulary terms are placed around the room. Each group rotates from card to card to discuss what they think the definition is. Then, using a dictionary or dictionary.com, the students write the definitions in their notebooks. Differentiation: Advanced: Have the students use each word in their own sentence; Have the students find alternate meanings, synonyms, and antonyms of the word SE/ELL: Have students read various sentences that include the words; Have the students act out the words; Have the students create vocabulary cards
63. Comprehension Strategies	Read short passage and identify and discuss the target skill(s) and the connected graphic organizer. Guide students to identify and classify the audience, subject, context, and purpose of the studied text.

	Differentiation: Provide the students with modified levels of graphic organizers to use
3. Guided Reading	Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone, point of view, etc. Lead students to identify the author's feelings and discuss how background, personal experiences, and surroundings contribute to tone. The teacher will guide the students in a discussion of the text focusing on the skill. Differentiation: The students can discuss their prior experiences and background knowledge of the topic being discussed before, during, and after reading.
4. Comprehension Questions	During and after reading, the teacher will ask comprehension questions to guide classroom discussions and/or have students share and discuss in pairs and/or initiate a writing task. Differentiation: Advanced: Have students develop their own questions and/or have discussions using higher level thinking questions SE/ELL: Provide more guidance through rewording discussion questions and providing pages to find information
5. Independent/Close Reading	Introduce the text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by completing "think marks" (questions and thoughts about the text). After the students read a specified section of a text or a text, the teacher will lead full-class discussions and/or facilitate small group discussions, prompting students to discover literary techniques, connections, and similarities/differences among studied materials. Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/ task.
6. Weekly Assessment (Vocabulary, Reading, Etc.)	The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety of structures. The teacher may present students with PARCC-released exams, or teacher created PARCC-style material and model testing conditions in the classroom.

	Differentiation: The teacher may read the test and answer choices aloud as needed.
(Teacher or Series Produced)	Modifications - Scribe if needed - Questions reworded
Additional General Modifications	· Breaking down the task · Providing step-by-step prompts · Repeated practice · Sequenced review · Directed questioning and responses · Sequence tasks from easy to difficult · Individual/small-group/whole class · Instruction · Think aloud · Peer tutoring · Warm-up activities · Meaningful real life connections · Modeling- teacher demonstrates, student uses models to problem solve · Centers · Goal setting · Make predictions · Writing explanations · Multistep · Graphic organizers · Skill based groups · Mini-lessons · Portfolios · Shared writing · Interactive writing · Independent writing · Writer's workshop · Conferencing

Resources:	
• Journey's Textbook • Comprehensive Language and Literacy Guide • Journey's Grab & Go • Journey's Write-In Reader • Journey's Projectables • Common Core Writing Handbook • Flocabulary • BrainPop Jr.com • Youtube.com • ThinkCentral.com • WritingA-Z.com • ReadWriteThink.org • SpellingCity.com • Achievethecore.org • ThinkFinity.com • Google Classroom • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s): 5
Unit Plan Title:	Unit 2—Wild Encounters	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.
This plan will effectively produce clear and coherent narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard(s) Number and Description

Standards for Reading

LA.5.RL.5.1 *- [Progress Indicator] - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*
LA.5.RL.5.2 *- [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.*
LA.5.RI.5.1 *- [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*
LA.5.RI.5.2 *- [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*
LA.5.RI.5.3 *- [Progress Indicator] - 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.*
LA.5.RI.5.4 *- [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.*
LA.5.RI.5.5 *- [Progress Indicator] - 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.*
LA.5.RI.5.6 *- [Progress Indicator] - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*
LA.5.RI.5.7 *- [Progress Indicator] - 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.*
LA.5.RI.5.8 *- [Progress Indicator] - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*
LA.5.RI.5.9 *- [Progress Indicator] - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)*

information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.5.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.*
LA.5.RF.5.4.A *- Read grade-level text with purpose and understanding.*
LA.5.RF.5.4.B *- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.*
LA.5.RF.5.4.C *- Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

Standards for Writing

LA.5.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.*
LA.5.W.5.1.B *- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.*
LA.5.W.5.1.C *- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*
LA.5.W.5.1.D *- Provide a conclusion related to the opinion presented.*
LA.5.W.5.4 *- [Progress Indicator] - 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.)*
LA.5.W.5.5 *- [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
LA.5.W.5.6 *- [Progress Indicator] - With some guidance and support from adults and peers, 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.*
LA.5.W.5.7 *- [Progress Indicator] - Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.*
LA.5.W.5.10 *- [Progress Indicator] - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Standards for Speaking and Listening

LA.5.SL.5.1.A *- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
LA.5.SL.5.1.B *- Follow agreed-upon rules for discussions and carry out assigned roles.*
LA.5.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.*
LA.5.SL.5.1.D *- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*
LA.5.SL.5.2 *- [Progress Indicator] - Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).*
LA.5.SL.5.3 *- [Progress Indicator] - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.*
LA.5.SL.5.6 *- [Progress Indicator] - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

Standards for Language

LA.5.L.5.1.A *- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
LA.5.L.5.1.C *- Use verb tense to convey various times, sequences, states, and conditions.*
LA.5.L.5.2.B *- Use a comma to separate an introductory element from the rest of the sentence.*
LA.5.L.5.2.E *- Spell grade-appropriate words correctly, consulting references as needed.*
LA.5.L.5.3.A *- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
LA.5.L.5.3.B *- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*
LA.5.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.*
LA.5.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.*
LA.5.L.5.6 *- [Progress Indicator] - 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).*

Technology Standard(s) Number and Description

TECH.8.1.5.A.CS1 *- [Content Statement] - Understand and use technology systems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.2 *- [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.*
TECH.8.1.5.A.3 *- [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.*
TECH.8.1.5.B.CS1 *- [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.*
TECH.8.1.5.B.CS2 *- [Content Statement] - Create original works as a means of personal or group expression.*
TECH.8.1.5.C.CS1 *- [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media*

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3 *- [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.*
SCI.5-6.5.3.6.C *- [Strand] - All ANIMALS and most plants depend on both other organisms and their environment to meet their basic needs.*
SCI.5-6.5.3.6.C.a *- [Content Statement] - Various human activities have changed the capacity of the environment to support some life forms.*
SCI.5-6.5.3.6.C.b *- [Content Statement] - The number of organisms and populations an ecosystem can support depends on the biotic resources available and on abiotic factors, such as quantities of light and water, range of temperatures, and soil composition.*
SCI.5-6.5.3.6.C.3 *- [Cumulative Progress Indicator] - Describe how one population of organisms may affect other plants and/or ANIMALS in an*

ecosystem.

Enduring Understandings:

Students will understand that…

Reading:

- Effective readers learn lessons from the experiences of real people and fictional characters.
- Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text.
- Effective readers question the text, consider different perspectives, and look for author's bias.

Writing:

- Effective writers will write opinion pieces to develop opinions that are formed from information and/or facts.
- Effective writers will understand that informational texts can be used as references to support their opinions.
- Effective writers will use relevant evidence to support an opinion.
- Effective writers will know that point of view makes a difference when stating an opinion.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.
- Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Predicted Misunderstandings:

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions:

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections

Check all that apply.		**21st Century Interdisciplinary Themes**	*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*	**21st Century Skills**
	x	**Global Awareness**	**E,T,A**	**Critical Thinking and Problem Solving**
	x	**Environmental Literacy**	**E**	**Creativity and Innovation**
	x	**Health Literacy**	**E,T**	**Communication and Collaboration**
	x	**Civic Literacy**	**E**	**Flexibility and Adaptability**
		Financial, Economic , Business and Entrepreneurial Literacy	**E**	**Initiative and Self-Direction**
			E,T	**Social and Cross-Cultural Skills**
			E,T,A	**Productivity and Accountability**
			E,T	**Leadership and Responsibility**
			E,T,A	**Information Literacy Skills**
			E,T,A	**Media Literacy Skills**
			E,T,A	**Information, Communication, and Technology (ICT) Literacy**

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

	E,T	**CRP1. Act as a responsible and contributing citizen and employee**
	E,T,A	**CRP2. Apply appropriate academic and technical skills**
		CRP3. Attend to personal health and financial well-being
	E,T,A	**CRP4. Communicate clearly and effectively with reason**
	E,T,A	**CRP5. Consider the environmental, social and economic impacts of decisions**

	E,T,A	**CRP6. Demonstrate creativity and innovation**
	E,T,A	**CRP7. Employ valid and reliable research strategies**
	E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
	E	**CRP9. Model integrity, ethical leadership, and effective management**
	E	**CRP10. Plan education and career paths aligned to personal goals**
	E,T,A	**CRP11. Use technology to enhance productivity**
	E	**CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The opinion writing process • The parts of an opinion piece • Descriptive Details • The writing process • The research process • Point of View	**Reading:** • Quote accurately from a text • Make relevant connections when explaining what the text says and when drawing inferences from the text • Determine the key details of a story to identify the theme and to summarize the text • Determine the meaning of words and phrases as they are used in a text • Describe how a narrator's point of view influences how events are described • Summarize the main ideas of a text and explain how they are supported by key details • Analyze multiple accounts of the same event or topic • Analyze how a story can change based on point of view • Know and apply grade-level phonics and word analysis skills in decoding and encoding words

Speaking and Listening: • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher-led, etc.) **Language:** • Effective ways to communicate while writing and speaking	• Read grade-level text with purpose and understanding **Writing:** • Introduce a topic clearly • State their opinions supported by facts and details from the text in an organized structure • construct an opinion conclusion • link opinion to reasons using specific signal words (i.e consequently, specifically, as a result) • Collect evidence from text to support analysis and your opinion • Know and apply grade-level phonics and word analysis skills in decoding and encoding words • Read grade-level text with purpose and understanding • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended time frames and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly **Language:** • Use knowledge of language and its conventions when writing, speaking, reading, or listening

Key Vocabulary and Terms:		
Reading: Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, theme, point of view **Writing:** introduction, opinion, phrase, clause, facts, details, topic, point of view, conclusion, transitional words, text, conventions, voice, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, expressions, collaborate, sources, analyze, validity **Grammar:** subject, predicate, verbs, direct objects, indirect objects, conjunctions, complex sentences, quotations		
Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C ___x__ C/E _____ P/S ___x__ S/O _x____ D __x___ N** ***Title/Information:*** ***Interrupted Journey: Saving Endangered Sea Turtles—Kathryn Lasky (required)*** ***Informational*** ***Skywoman and Turtle—Alan Felix(optional)*** ***Myth*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.64)(optional)***	 **x** **x**	 **x**
Structure (Check appropriate choice): **__x___ C/C _____ C/E ___x__ P/S _____ S/O ___x__ D __x___ N** ***Title/Information:*** ***Old Yeller—Fred Gipson(required)*** ***Historical Fiction***	 ***x***	

What Makes It Good?—Cynthia Benjamin(optional) ***Readers' Theater/Persuasive Text*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.136)(optional)***	***x*** ***x***	
Structure (Check appropriate choice): **_____ C/C __x___ C/E _____ P/S ___x__ S/O ____x_ D ___x__ N** ***Title/Information:*** **Everglades Forever: Restoring America's Great Wetland—Trish Marx*(required)*** **Narrative Non-Fiction** **National Parks of the West—N/A*(optional)*** **Informational** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p. 210)(optional)***		***x*** ***x*** ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S ___x__ S/O __x___ D __x___ N** ***Title/Information:*** **Storm Warriors—Elisa Carbone*(required)*** **Historical Fiction** **Pea Island's Forgotten Heroes—Cecilia Munzenmaier*(optional)*** **Informational** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.282)(optional)***	 ***x*** ***x***	 ***x*** ***x***
Structure (Check appropriate choice): **__x___ C/C _____ C/E __x___ P/S _____ S/O ___x__ D ___x__ N** ***Title/Information:*** **Cougars—Patricia Corrigan*(required)***		 ***x***

Informational **Purr-fection—Misc. Poets*(optional)*** **Poetry** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.358)(optional)***	***x*** ***x***		
Writing Assignments	**Check Type**		
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research***	**O**	**E**	**N**	**R**
__x_ Process ___ On Demand AND Structure: ___x__ C/C ___x__ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Opinion: Write an opinion paragraph about a topic given by the teacher that focuses on facts and details.**	**x**			
_____ P or __x__ OD and Structure: ___x__ C/C ___x__ C/E _____ P/S ___x__ S/O _x____ D _____ N **Title/Description: On-Demand: Write an opinion paragraph given a prompt in a given time period.**	**x**			
___x__ P or _____ OD and Structure: _____ C/C _____ C/E ___x__ P/S _x____ S/O ____x_ D ___x__ N **Title/Description: Fictional Narrative: Write a three to five paragraph opinion piece focusing on a specific topic that students will choose from a group of topics. The students will focus on researching facts and supporting details.**	**x**			
_____ P or ___x__ OD and Structure: __x___ C/C __x___ C/E _____ P/S __x___ S/O __x___ D _____ N **Title/Description: On-Demand: Write a three to five paragraph opinion piece given a prompt in a given time period.**	**x**			

Assessment Evidence:	
Performance Tasks: Progress Monitoring Running Records Writing Conferences	**Other Assessment Measures*:*** ****Include Benchmarks*** Selection Tests Target Vocabulary Tests

Exit Slips Response to Literature PARCC released test items PARCC Scoring Rubric for Prose Constructed Response Items	Unit Benchmark Tests Writing Assessments Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities (add rows as needed) *D **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
64. Vocabulary	Introduce important/unfamiliar vocabulary from a text to the students. Start by discussing the pronunciation of the word. Then, talk about the meaning of the word. Advise students to use context clues to help them discover the meaning of unfamiliar words. After discussing the vocabulary, have the students complete one of the following activities: • Discuss the vocabulary terms with the students. Have the students define the words in their notebooks. • Group students and have students discuss kid-friendly definitions for each vocabulary term (jigsaw). • Students are grouped and cards with the vocabulary terms are placed around the room. Each group rotates from card to card to discuss what they think the definition is. Then, using a dictionary or dictionary.com, the students write the definitions in their notebooks. Differentiation: Advanced: Have the students use each word in their own sentence; Have the students find alternate meanings, synonyms, and antonyms of the word SE/ELL: Have students read various sentences that include the words; Have the students act out the words; Have the students create vocabulary cards
65. Comprehension Strategies	Read short passage and identify and discuss the target skill(s) and the connected graphic organizer. Guide students to identify and classify the audience, subject, context, and purpose of the studied text.

	Differentiation: Provide the students with modified levels of graphic organizers to use
3. Guided Reading	Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone, point of view, etc. Lead students to identify the author's feelings and discuss how background, personal experiences, and surroundings contribute to tone. The teacher will guide the students in a discussion of the text focusing on the skill. Differentiation: The students can discuss their prior experiences and background knowledge of the topic being discussed before, during, and after reading.
4. Comprehension Questions	During and after reading, the teacher will ask comprehension questions to guide classroom discussions and/or have students share and discuss in pairs and/or initiate a writing task. Differentiation: Advanced: Have students develop their own questions and/or have discussions using higher level thinking questions SE/ELL: Provide more guidance through rewording discussion questions and providing pages to find information
5. Independent/Close Reading	Introduce the text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by completing "think marks" (questions and thoughts about the text). After the students read a specified section of a text or a text, the teacher will lead full-class discussions and/or facilitate small group discussions, prompting students to discover literary techniques, connections, and similarities/differences among studied materials. Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/ task.
6. Weekly Assessment (Vocabulary, Reading, Etc.)	The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety of structures. The teacher may present students with PARCC-released exams, or teacher created PARCC-style material and model testing conditions in the classroom.

	Differentiation: The teacher may read the test and answer choices aloud as needed.
(Teacher or Series Produced)	Modifications - Scribe if needed - Questions reworded
Additional General Modifications	· Breaking down the task · Providing step-by-step prompts · Repeated practice · Sequenced review · Directed questioning and responses · Sequence tasks from easy to difficult · Individual/small-group/whole class · Instruction · Think aloud · Peer tutoring · Warm-up activities · Meaningful real life connections · Modeling- teacher demonstrates, student uses models to problem solve · Centers · Goal setting · Make predictions · Writing explanations · Multistep · Graphic organizers · Skill based groups · Mini-lessons · Portfolios · Shared writing · Interactive writing · Independent writing · Writer's workshop · Conferencing

Resources:	
• Journey's Textbook • Comprehensive Language and Literacy Guide • Journey's Grab & Go • Journey's Write-In Reader • Journey's Projectables • Common Core Writing Handbook • Flocabulary • BrainPop Jr.com • Youtube.com • ThinkCentral.com • WritingA-Z.com • ReadWriteThink.org • SpellingCity.com • Achievethecore.org • ThinkFinity.com • Google Classroom • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s): 5
Unit Plan Title:	Unit 3—Revolution!	

Overview/Rationale

This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language.

This plan will effectively produce clear and coherent narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard(s) Number and Description

Standards for Reading

LA.5.RL.5.1 *- [Progress Indicator] - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*

LA.5.RL.5.2 *- [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.*

LA.5.RL.5.3 *- [Progress Indicator] - 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).*

LA.5.RL.5.4 *- [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

LA.5.RL.5.5 *- [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.*

LA.5.RL.5.6 *- [Progress Indicator] - Describe how a narrator's or speaker's point of view influences how events are described.*

LA.5.RL.5.7 *- [Progress Indicator] - 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).*

LA.5.RL.5.9 *- [Progress Indicator] - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*

LA.5.RI.5.1 *- [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.*

LA.5.RI.5.2 *- [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*

LA.5.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.
LA.5.RF.5.4.A *- Read grade-level text with purpose and understanding.*
LA.5.RF.5.4.B *- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.*
LA.5.RF.5.4.C *- Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

Standards for Writing

LA.5.W.5.2.A *- Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.*
LA.5.W.5.2.B *- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
LA.5.W.5.2.C *- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).*
LA.5.W.5.2.D *- Use precise language and domain-specific vocabulary to inform about or explain the topic.*
LA.5.W.5.2.E *- Provide a conclusion related to the information of explanation presented.*
LA.5.W.5.4 *- [Progress Indicator] - 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.)*
LA.5.W.5.5 *- [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
LA.5.W.5.6 *- [Progress Indicator] - With some guidance and support from adults and peers, 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.*
LA.5.W.5.8 *- [Progress Indicator] - 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.*
LA.5.W.5.10 *- [Progress Indicator] - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Standards for Speaking and Listening

LA.5.SL.5.1.A *- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
LA.5.SL.5.1.B *- Follow agreed-upon rules for discussions and carry out assigned roles.*
LA.5.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.*
LA.5.SL.5.1.D *- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*
LA.5.SL.5.2 *- [Progress Indicator] - Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).*
LA.5.SL.5.4 *- [Progress Indicator] - 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 themes; speak clearly at an understandable pace.*
LA.5.SL.5.6 *- [Progress Indicator] - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

Standards for Language

LA.5.L.5.1.A *- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
LA.5.L.5.1.D *- Recognize and correct inappropriate shifts in verb tense.*
LA.5.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?).*
LA.5.L.5.2.E *- Spell grade-appropriate words correctly, consulting references as needed.*
LA.5.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.*
LA.5.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.*
LA.5.L.5.5.A *- Interpret figurative language, including similes and metaphors, in context.*
LA.5.L.5.5.B *- Recognize and explain the meaning of common idioms, adages, and proverbs.*
LA.5.L.5.5.C *- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*
LA.5.L.5.6 *- [Progress Indicator] - 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).*

Technology Standard(s) Number and Description

TECH.8.1.5.A.CS1 *- [Content Statement] - Understand and use technology systems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.2 *- [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.*
TECH.8.1.5.A.3 *- [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.*
TECH.8.1.5.B.CS1 *- [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.*
TECH.8.1.5.B.CS2 *- [Content Statement] - Create original works as a means of personal or group expression.*
TECH.8.1.5.C.CS1 *- [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media*

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3 *- [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.*
SOC.6.1.12.D.2.a *- [Cumulative Progress Indicator] - Analyze contributions and perspectives of African Americans, Native Americans, and women during the* AMERICAN REVOLUTION*.*
SOC.6.1.8.B.3.c *- [Cumulative Progress Indicator] - Use maps and other geographic tools to evaluate the impact of geography on the execution and*

outcome of the AMERICAN REVOLUTION*ary War.*

SOC.6.1.8.D.3.c *- [Cumulative Progress Indicator] - Analyze the impact of George Washington as general of the* AMERICAN REVOLUTION*ary forces and as the first president of the United States.*

SOC.6.1.8.D.3.d *- [Cumulative Progress Indicator] - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the* AMERICAN REVOLUTION*.*

SOC.6.1.8.D.3.e *- [Cumulative Progress Indicator] - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the* AMERICAN REVOLUTION*, and determine how these groups were impacted by the war.*

SCI.5-6.5.4.6.F - [*Strand*] - Earth's WEATHER and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.

Enduring Understandings:

Students will understand that…

Reading:

- Effective readers learn lessons from the experiences of real people and fictional characters.
- Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text.
- Effective readers question the text, consider different perspectives, and look for author's bias.

Writing:

- Effective writers group related information in paragraphs and sections provides a focus to the writing.
- Effective writers know that the elements of a nonfiction text help to convey information on the topic.
- Effective writers convey ideas through their writing.
- Effective writers use precise language and domain specific vocabulary helps to explain topics.
- Effective writers use transitions to link information within and across categories.
- Effective writers will use their own experiences as resources.
- Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism.
- Effective writers will give credit to all sources that they use.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.
- Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to

the reader.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Predicted Misunderstandings:

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions:

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe characters' actions and how they contribute to a sequence of events?

- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections

Check all that apply.

	21st Century Interdisciplinary Themes
x	**Global Awareness**
	Environmental Literacy
	Health Literacy
x	**Civic Literacy**
x	**Financial, Economic , Business and Entrepreneurial Literacy**

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*

	21st Century Skills
E,T,A	**Critical Thinking and Problem Solving**
E	**Creativity and Innovation**
E,T	**Communication and Collaboration**
E	**Flexibility and Adaptability**
E	**Initiative and Self-Direction**
E,T	**Social and Cross-Cultural Skills**
E,T,A	**Productivity and Accountability**
E,T	**Leadership and Responsibility**
E,T,A	**Information Literacy Skills**
E,T,A	**Media Literacy Skills**
E,T,A	**Information, Communication, and Technology (ICT) Literacy**

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E,T	**CRP1. Act as a responsible and contributing citizen and employee**
E,T,A	**CRP2. Apply appropriate academic and technical skills**
	CRP3. Attend to personal health and financial well-being
E,T,A	**CRP4. Communicate clearly and effectively with reason**
E,T,A	**CRP5. Consider the environmental, social and economic impacts of decisions**
E,T,A	**CRP6. Demonstrate creativity and innovation**
E,T,A	**CRP7. Employ valid and reliable research strategies**
E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
E	**CRP9. Model integrity, ethical leadership, and effective management**
E	**CRP10. Plan education and career paths aligned to personal goals**
E,T,A	**CRP11. Use technology to enhance productivity**
E	**CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story	**Reading:** • Quote accurately from a text • Make relevant connections when explaining what the text says and when drawing inferences from the text • Determine the key details of a story to identify the theme and to summarize the text • Determine the meaning of words and phrases as they are used in a

• The theme of a story **Writing:** • The research writing process • The parts of an research piece • Descriptive Details • Precise Language • Citing Evidence • The writing process • The research process • Point of View **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher-led, etc.) **Language:** • Effective ways to communicate while writing and speaking	text • Describe how a narrator's point of view influences how events are described • Summarize the main ideas of a text and explain how they are supported by key details • Analyze multiple accounts of the same event or topic • Analyze how a story can change based on point of view • Know and apply grade-level phonics and word analysis skills in decoding and encoding words • Read grade-level text with purpose and understanding **Writing:** • Write an introduction explaining their focus • Construct body paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize connecting and transition words to link information within and across categories • Construct a concluding statement or section • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended time frames and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own

	clearly **Language:** • Use knowledge of language and its conventions when writing, speaking, reading, or listening

Key Vocabulary and Terms:

Reading:
Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, theme, point of view

Writing:
explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, phrase, clause, facts, details, topic, point of view, conclusion, transitional words, text, conventions, voice, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, expressions, collaborate, sources, analyze, validity

Grammar:
subject, predicate, verbs, subject pronoun, object pronoun, verb tenses, regular verbs, irregular verbs, active voice, passive voice

Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	**L**	**I**
Structure (Check appropriate choice): _____ C/C ___x__ C/E ___x__ P/S ___x__ S/O _x____ D __x___ N ***Title/Information:***		
Dangerous Crossing-Stephen Krensky (required) ***Historical Fiction***	**x**	
Preparing for Hurricanes—N/A(optional) ***Information***		**x**
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.66)(optional)	**x**	

Structure (Check appropriate choice): **_____ C/C ___x__ C/E ___x__ P/S ___x__ S/O ___x__ D __x___ N** ***Title/Information:*** ***Can't You Make Them Behave, King George?—Jean Fritz(required)*** ***Narrative Nonfiction*** ***Zeus and the Titans—Matt Carroll(optional)*** ***Myth*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.138)(optional)***	 ***x*** ***x***	 ***x*** ***x***
Structure (Check appropriate choice): **_____ C/C __x___ C/E __x___ P/S ___x__ S/O ____x_ D ___x__ N** ***Title/Information:*** **The Called Her Molly Pitcher—Anne Rockwell*(required)*** **Narrative Non-Fiction** **A Spy for Freedom—Ann Well*(optional)*** **Play** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p. 210)(optional)***	 ***x*** ***x***	 ***x*** ***x***
Structure (Check appropriate choice): **___x__ C/C ___x__ C/E _____ P/S ___x__ S/O __x___ D __x___ N** ***Title/Information:*** **James Forten—Walter Dean Myers*(required)*** **Biography** **Modern Minute Men—Marcus Duren*(optional)*** **Informational**		 ***x*** ***x***

Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.282)(optional)	***x***	
Structure (Check appropriate choice): **__x___ C/C _____ C/E __x___ P/S _x____ S/O ___x__ D ___x__ N** ***Title/Information:*** **We Were There, Too!—Phillip Hoose*(required)*** **Biography** **The Midnight Ride of Paul Revere—Henry Wadsworth Longfellow*(optional)*** **Poetry** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.360)(optional)***	 ***x*** ***x***	 ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S _x____ S/O ___x__ D ___x__ N** ***Title/Information:*** ***When You Reach Me—Rebecca Stead (required)***	 ***x***	

Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research***	**O**	**E**	**N**	**R**
__x_ Process ___ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Research: Study a mentor text and analyze what the assignment to identify task, purpose, and audience. Then, pull facts and details from the text that focus on said task.** **Mentor Text: Ready Writing Instruction Manual p. 120-143**				**x**
___x__ P or ____ OD and Structure: ___x__ C/C ___x__ C/E _____ P/S ___x__ S/O _x____ D _____ N **Title/Description: Research: Write a five to seven paragraph research piece focusing on various forms of animal**				**x**

communication. The students will focus on the organization of each paragraph and the research process. **Mentor Text: Ready Writing Instruction Manual p. 120-143**				
_____ P or ___x__ OD and Structure: __x___ C/C __x___ C/E _____ P/S __x___ S/O __x___ D _____ N **Title/Description: On-Demand: Write a three to five paragraph research piece given a prompt in a given time period.**				**x**

Assessment Evidence:

Performance Tasks:	**Other Assessment Measures*:*** ****Include Benchmarks***
Progress Monitoring Running Records Writing Conferences Exit Slips Response to Literature PARCC released test items PARCC Scoring Rubric for Prose Constructed Response Items	Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments Weekly Spelling Tests

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
66. Vocabulary	Introduce important/unfamiliar vocabulary from a text to the students. Start by discussing the pronunciation of the word. Then, talk about the meaning of the word. Advise students to use context clues to help them discover the meaning of unfamiliar words. After discussing the vocabulary, have the students complete one of the following activities: • Discuss the vocabulary terms with the students. Have the students define the words in their notebooks. • Group students and have students discuss kid-friendly definitions for each vocabulary term (jigsaw). • Students are grouped and cards with the vocabulary terms are placed around the room. Each group

	rotates from card to card to discuss what they think the definition is. Then, using a dictionary or dictionary.com, the students write the definitions in their notebooks. Differentiation: Advanced: Have the students use each word in their own sentence; Have the students find alternate meanings, synonyms, and antonyms of the word SE/ELL: Have students read various sentences that include the words; Have the students act out the words; Have the students create vocabulary cards
67. Comprehension Strategies	Read short passage and identify and discuss the target skill(s) and the connected graphic organizer. Guide students to identify and classify the audience, subject, context, and purpose of the studied text. Differentiation: Provide the students with modified levels of graphic organizers to use
3. Guided Reading	Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone, point of view, etc. Lead students to identify the author's feelings and discuss how background, personal experiences, and surroundings contribute to tone. The teacher will guide the students in a discussion of the text focusing on the skill. Differentiation: The students can discuss their prior experiences and background knowledge of the topic being discussed before, during, and after reading.
4. Comprehension Questions	During and after reading, the teacher will ask comprehension questions to guide classroom discussions and/or have students share and discuss in pairs and/or initiate a writing task. Differentiation: Advanced: Have students develop their own questions and/or have discussions using higher level thinking questions SE/ELL: Provide more guidance through rewording discussion questions and providing pages to find information
5. Independent/Close Reading	Introduce the text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by completing "think marks" (questions and thoughts about the text). After the students read a specified section of a text or a text, the teacher will lead full-class discussions and/or facilitate small group discussions, prompting students to discover literary techniques, connections, and similarities/differences among studied materials.

	Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/ task.
6. Weekly Assessment (Vocabulary, Reading, Etc.)	The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety of structures. The teacher may present students with PARCC-released exams, or teacher created PARCC-style material and model testing conditions in the classroom. Differentiation: The teacher may read the test and answer choices aloud as needed.
(Teacher or Series Produced)	Modifications - Scribe if needed - Questions reworded
Additional General Modifications	· Breaking down the task · Providing step-by-step prompts · Repeated practice · Sequenced review · Directed questioning and responses · Sequence tasks from easy to difficult · Individual/small-group/whole class · Instruction · Think aloud · Peer tutoring · Warm-up activities · Meaningful real life connections · Modeling- teacher demonstrates, student uses models to problem solve · Centers · Goal setting · Make predictions · Writing explanations · Multistep · Graphic organizers · Skill based groups · Mini-lessons · Portfolios

	· Shared writing · Interactive writing · Independent writing · Writer's workshop · Conferencing

Resources:

- Journey's Textbook
- Ready Writing
- Comprehensive Language and Literacy Guide
- Journey's Grab & Go
- Journey's Write-In Reader
- Journey's Projectables
- Common Core Writing Handbook
- Flocabulary
- BrainPop Jr.com
- Youtube.com
- ThinkCentral.com
- WritingA-Z.com
- ReadWriteThink.org
- SpellingCity.com
- Achievethecore.org
- ThinkFinity.com
- Google Classroom
- Vocabulary Cards
- Blackline Masters
- Journey's Leveled Readers

Suggested Time Frame	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	**English Language Arts**	**Grade(s): 5**
Unit Plan Title:	**Unit 4—What's Your Story?**	

Overview/Rationale
This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language. This plan will effectively produce clear and coherent narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard(s) Number and Description
Standards for Reading
LA.5.RL.5.1 *- [Progress Indicator] - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* ***LA.5.RL.5.2*** *- [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.* ***LA.5.RL.5.4*** *- [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* ***LA.5.RL.5.5*** *- [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* ***LA.5.RL.5.6*** *- [Progress Indicator] - Describe how a narrator's or speaker's point of view influences how events are described.* ***LA.5.RL.5.10*** *- [Progress Indicator] - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.* ***LA.5.RI.5.1*** *- [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* ***LA.5.RI.5.2*** *- [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.* ***LA.5.RI.5.4*** *- [Progress Indicator] - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.* ***LA.5.RI.5.5*** *- [Progress Indicator] - 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.* ***LA.5.RI.5.6*** *- [Progress Indicator] - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.* ***LA.5.RI.5.10*** *- [Progress Indicator] - By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.*

LA.5.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.*
LA.5.RF.5.4.A *- Read grade-level text with purpose and understanding.*
LA.5.RF.5.4.B *- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.*
LA.5.RF.5.4.C *- Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

Standards for Writing

LA.5.W.5.2.A *- Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.*
LA.5.W.5.2.B *- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
LA.5.W.5.2.C *- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).*
LA.5.W.5.2.D *- Use precise language and domain-specific vocabulary to inform about or explain the topic.*
LA.5.W.5.2.E *- Provide a conclusion related to the information of explanation presented.*
LA.5.W.5.4 *- [Progress Indicator] - 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.)*
LA.5.W.5.5 *- [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
LA.5.W.5.6 *- [Progress Indicator] - With some guidance and support from adults and peers, 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.*
LA.5.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]").*
LA.5.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]").*
LA.5.W.5.10 *- [Progress Indicator] - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Standards for Speaking and Listening

LA.5.SL.5.1.A *- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
LA.5.SL.5.1.B *- Follow agreed-upon rules for discussions and carry out assigned roles.*
LA.5.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.*
LA.5.SL.5.1.D *- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*
LA.5.SL.5.5 *- [Progress Indicator] - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.*
LA.5.SL.5.6 *- [Progress Indicator] - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

Standards for Language
LA.5.L.5.1.A *- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.* ***LA.5.L.5.1.B*** *- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.* ***LA.5.L.5.1.C*** *- Use verb tense to convey various times, sequences, states, and conditions.* ***LA.5.L.5.1.D*** *- Recognize and correct inappropriate shifts in verb tense.* ***LA.5.L.5.2.D*** *- Use underlining, quotation marks, or italics to indicate titles of works.* ***LA.5.L.5.2.E*** *- Spell grade-appropriate words correctly, consulting references as needed.* ***LA.5.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.* ***LA.5.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).* ***LA.5.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.* ***LA.5.L.5.6*** *- [Progress Indicator] - 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).*
Technology Standard(s) Number and Description
TECH.8.1.5.A.CS1 *- [Content Statement] - Understand and use technology systems* ***TECH.8.1.5.A.1*** *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems* ***TECH.8.1.5.A.1*** *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems* ***TECH.8.1.5.A.2*** *- [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.* ***TECH.8.1.5.A.3*** *- [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.* ***TECH.8.1.5.B.CS1*** *- [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.* ***TECH.8.1.5.B.CS2*** *- [Content Statement] - Create original works as a means of personal or group expression.* ***TECH.8.1.5.C.CS1*** *- [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media*
Interdisciplinary Standard(s) Number and Description
CAEP.9.2.8.B.3 *- [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.*
Enduring Understandings:
Students will understand that… **Reading:**

- Effective readers learn lessons from the experiences of real people and fictional characters.
- Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text.
- Effective readers question the text, consider different perspectives, and look for author's bias.

Writing:

- Effective writers group related information in paragraphs and sections provides a focus to the writing.
- Effective writers know that the elements of a nonfiction text help to convey information on the topic.
- Effective writers convey ideas through their writing.
- Effective writers use precise language and domain specific vocabulary helps to explain topics.
- Effective writers use transitions to link information within and across categories.
- Effective writers will use their own experiences as resources.
- Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism.
- Effective writers will give credit to all sources that they use.
- Effective writers use evidence from literary texts to support analysis, reflection, and research
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.
- Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content,

choosing flexibly from a range of strategies.

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

Predicted Misunderstandings:

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions:

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections

Check all that apply.	*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit*

21st Century Interdisciplinary Themes			*by marking **E, T, A** in the box before the appropriate skill.* 21st Century Skills	
	x	Global Awareness	E,T,A	Critical Thinking and Problem Solving
		Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E,T	Communication and Collaboration
	x	Civic Literacy	E	Flexibility and Adaptability
	x	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E,T	Leadership and Responsibility
			E,T,A	Information Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

	E,T	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
	E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
	E,T,A	CRP6. Demonstrate creativity and innovation

	E,T,A	**CRP7. Employ valid and reliable research strategies**
	E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
	E	**CRP9. Model integrity, ethical leadership, and effective management**
	E	**CRP10. Plan education and career paths aligned to personal goals**
	E,T,A	**CRP11. Use technology to enhance productivity**
	E	**CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The research writing process • The parts of an research piece • Descriptive Details • Precise Language • Citing Evidence • The writing process • The research process	**Reading:** • Quote accurately from a text • Make relevant connections when explaining what the text says and when drawing inferences from the text • Determine the key details of a story to identify the theme and to summarize the text • Determine the meaning of words and phrases as they are used in a text • Describe how a narrator's point of view influences how events are described • Summarize the main ideas of a text and explain how they are supported by key details • Analyze multiple accounts of the same event or topic • Analyze how a story can change based on point of view • Know and apply grade-level phonics and word analysis skills in decoding and encoding words • Read grade-level text with purpose and understanding

• Point of View **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher-led, etc.) **Language:** • Effective ways to communicate while writing and speaking	**Writing:** • Write an introduction explaining their focus • Construct body paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize connecting and transition words to link information within and across categories • Construct a concluding statement or section • Collect evidence from text to support analysis, reflection, and research • Compare and contrast characters, settings, or events • Explain how the author supports points in the text • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended time frames and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly **Language:** • Use knowledge of language and its conventions when writing, speaking, reading, or listening

Key Vocabulary and Terms:		
Reading: Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize, theme, point of view **Writing:** explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, phrase, clause, facts, details, topic, point of view, analysis, reflection, research, evidence, conclusion, transitional words, text, conventions, voice, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, expressions, collaborate, sources, analyze, validity **Grammar:** subject, predicate, verbs, adjectives, adverbs, prepositions, prepositional phrases, pronouns, contractions		
Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: L = Literary I = Informational***	**L**	**I**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___x__ P/S ___x__ S/O _x____ D __x___ N** ***Title/Information:*** ***Lunch Money—Andrew Clements(required)*** ***Realistic Fiction*** ***Zap! Pow!: A History of the Comics—Linda Cave(optional)*** ***Informational*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.64)(optional)***	 **x** **x**	 **x**
Structure (Check appropriate choice): **_____ C/C _____ C/E ___x__ P/S ___x__ S/O ___x__ D __x___ N** ***Title/Information:*** ***LAFFF—Lensey Namioka(required)***	 ***x***	

Science Fiction ***From Dreams to Reality—N/A(optional)*** ***Informational*** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.140)(optional)***	 ***x*** ***x***	
Structure (Check appropriate choice): **_____ C/C __x___ C/E __x___ P/S ___x__ S/O ____x_ D ___x__ N** ***Title/Information:*** **The Dog Newspaper—Peg Kehret*(required)*** **Autobiography** **Poetry About Poetry—Misc. Poets*(optional)*** **Poetry** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p. 210)(optional)***	 ***x*** ***x***	 ***x*** ***x***
Structure (Check appropriate choice): **___x__ C/C _____ C/E __x___ P/S ___x__ S/O __x___ D __x___ N** ***Title/Information:*** **Darnell Rock Reporting—Walter Dean Myers*(required)*** **Realistic Fiction** **De Zavala: A Voice for Texas—N/A*(optional)*** **Persuasive** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.360)(optional)***	 ***x*** ***x***	 ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S _x____ S/O ___x__ D ___x__ N** ***Title/Information:***		

Don Quixote and the Windmills—Eric A. Kimmel*(required)* **Humorous Fiction**	***x***			
LitBeat: Live from La Mancha—Rob Hale*(optional)* **Play**	***x***			
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.360)(optional)	***x***			
Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order ***D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research***	**O**	**E**	**N**	**R**
__x_ Process ___ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Explanatory: Write a compare and contrast paragraph on the similarities and differences between the points of view of the two versions of The Three Little Pigs.** **Mentor Text: The Three Little Pigs—Patricia Selbert** **The True Story of the Three Little Pigs—Jon Scieszka**		**x**		
__x_ Process ___ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Explanatory: Write a three to five paragraph compare and contrast essay that focuses on the similarities and differences between the points of view of the two versions of The Three Little Pigs.** **Mentor Text: The Three Little Pigs—Patricia Selbert** **The True Story of the Three Little Pigs—Jon Scieszka**		**x**		
___ Process _x__ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N		**x**		

Title/Description: Title/Description: On-Demand: Write a three to five paragraph opinion piece given a prompt in a given time period.				
__x_ Process ___ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Research/Explanatory: Study a mentor text and analyze what the assignment is to identify task, purpose, and audience. Then, pull facts and details from the text that focus on said task.** **Mentor Text: Ready Writing Instruction Manual p. 96-115**		**x**		**x**
___x__ P or ____ OD and Structure: ___x__ C/C ___x__ C/E _____ P/S ___x__ S/O _x____ D _____ N **Title/Description: Research/Explanatory: Write a five to seven paragraph literary analysis focusing on how point of view changes. The students will focus on the organization of each paragraph and the research process.** **Mentor Text: Ready Writing Instruction Manual p. 96-115**		**x**		**x**
_____ P or ___x__ OD and Structure: __x___ C/C __x___ C/E _____ P/S __x___ S/O __x___ D _____ N **Title/Description: On-Demand: Write a three to five paragraph research piece given a prompt in a given time period.**		**x**		**x**

Assessment Evidence:	
Performance Tasks: Progress Monitoring Running Records Writing Conferences Exit Slips Response to Literature	**Other Assessment Measures*:*** ****Include Benchmarks*** Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments

PARCC released test items PARCC Scoring Rubric for Prose Constructed Response Items	Weekly Spelling Tests
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities (add rows as needed) **D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**
68. Vocabulary	Introduce important/unfamiliar vocabulary from a text to the students. Start by discussing the pronunciation of the word. Then, talk about the meaning of the word. Advise students to use context clues to help them discover the meaning of unfamiliar words. After discussing the vocabulary, have the students complete one of the following activities: • Discuss the vocabulary terms with the students. Have the students define the words in their notebooks. • Group students and have students discuss kid-friendly definitions for each vocabulary term (jigsaw). • Students are grouped and cards with the vocabulary terms are placed around the room. Each group rotates from card to card to discuss what they think the definition is. Then, using a dictionary or dictionary.com, the students write the definitions in their notebooks. Differentiation: Advanced: Have the students use each word in their own sentence; Have the students find alternate meanings, synonyms, and antonyms of the word SE/ELL: Have students read various sentences that include the words; Have the students act out the words; Have the students create vocabulary cards
69. Comprehension Strategies	Read short passage and identify and discuss the target skill(s) and the connected graphic organizer. Guide students to identify and classify the audience, subject, context, and purpose of the studied text. Differentiation: Provide the students with modified levels of graphic organizers to use

3. Guided Reading	Present audio version or read aloud one or more selections of literature. Before, during, and after reading, discuss with students the author's tone, point of view, etc. Lead students to identify the author's feelings and discuss how background, personal experiences, and surroundings contribute to tone. The teacher will guide the students in a discussion of the text focusing on the skill. Differentiation: The students can discuss their prior experiences and background knowledge of the topic being discussed before, during, and after reading.
4. Comprehension Questions	During and after reading, the teacher will ask comprehension questions to guide classroom discussions and/or have students share and discuss in pairs and/or initiate a writing task. Differentiation: Advanced: Have students develop their own questions and/or have discussions using higher level thinking questions SE/ELL: Provide more guidance through rewording discussion questions and providing pages to find information
5. Independent/Close Reading	Introduce the text with consideration of the meanings of the sections and preview images and captions with students. Students will read independently demonstrating active reading by completing "think marks" (questions and thoughts about the text). After the students read a specified section of a text or a text, the teacher will lead full-class discussions and/or facilitate small group discussions, prompting students to discover literary techniques, connections, and similarities/differences among studied materials. Differentiation: The teacher will group students in the way they feel best suits the assigned discussion/ task.
6. Weekly Assessment (Vocabulary, Reading, Etc.)	The teacher will guide and model how to take weekly assessments including vocabulary quizzes which may include matching, fill-in-the-blank, and word in context sections. Reading assessment may include quizzes/tests in a variety of structures. The teacher may present students with PARCC-released exams, or teacher created PARCC-style material and model testing conditions in the classroom. Differentiation: The teacher may read the test and answer choices aloud as needed.
(Teacher or Series Produced)	Modifications - Scribe if needed

	- Questions reworded
Additional General Modifications	· Breaking down the task · Providing step-by-step prompts · Repeated practice · Sequenced review · Directed questioning and responses · Sequence tasks from easy to difficult · Individual/small-group/whole class · Instruction · Think aloud · Peer tutoring · Warm-up activities · Meaningful real life connections · Modeling- teacher demonstrates, student uses models to problem solve · Centers · Goal setting · Make predictions · Writing explanations · Multistep · Graphic organizers · Skill based groups · Mini-lessons · Portfolios · Shared writing · Interactive writing · Independent writing · Writer's workshop · Conferencing
Resources:	
• Journey's Textbook • Ready Writing • Comprehensive Language and Literacy Guide • Journey's Grab & Go	

• Journey's Write-In Reader • Journey's Projectables • Common Core Writing Handbook • Flocabulary • BrainPop Jr.com • Youtube.com • ThinkCentral.com • WritingA-Z.com • ReadWriteThink.org • SpellingCity.com • Achievethecore.org • ThinkFinity.com • Google Classroom • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	**English Language Arts**	**Grade(s): 5**
Unit Plan Title:	**Unit 5—Under Western Skies**	

Overview/Rationale
This plan reflects the New Jersey Learning Standards for English Language Arts. The contents of this plan are designed to enable students to meet college and career readiness expectations no later than the end of high school in a cumulative progression. This unit will also provide exposure through high quality texts and focused instruction. It incorporates text based scaffolding so that students learn how to read complex texts independently. Students will read fiction and nonfiction texts in a variety of domains including community, civics, physical science and recreation/travel. They will identify story structure, summarize, and analyze illustrations. They will draw conclusions, infer/predict, and consider author's word choice. In addition, they will understand characters and analyze/evaluate a story's message. They will determine cause/effect, visualize and discriminate between literal and nonliteral language. This plan will effectively produce clear and coherent narrative writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard(s) Number and Description
Standards for Reading
LA.5.RL.5.1 *- [Progress Indicator] - Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* ***LA.5.RL.5.2*** *- [Progress Indicator] - Determine the key details in a story, drama or poem to identify the theme and to summarize the text.* ***LA.5.RL.5.3*** *- [Progress Indicator] - 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).* ***LA.5.RL.5.4*** *- [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* ***LA.5.RL.5.5*** *- [Progress Indicator] - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* ***LA.5.RL.5.6*** *- [Progress Indicator] - Describe how a narrator's or speaker's point of view influences how events are described.* ***LA.5.RL.5.7*** *- [Progress Indicator] - 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).* ***LA.5.RL.5.9*** *- [Progress Indicator] - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.* ***LA.5.RI.5.1*** *- [Progress Indicator] - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.* ***LA.5.RI.5.2*** *- [Progress Indicator] - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.* ***LA.5.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.* ***LA.5.RF.5.4.A*** *- Read grade-level text with purpose and understanding.*

LA.5.RF.5.4.B *- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.*
LA.5.RF.5.4.C *- Use context to confirm or self-correct word recognition and understanding, rereading as necessary*

Standards for Writing

LA.5.W.5.2.A *- Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.*
LA.5.W.5.2.B *- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
LA.5.W.5.2.C *- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).*
LA.5.W.5.2.D *- Use precise language and domain-specific vocabulary to inform about or explain the topic.*
LA.5.W.5.2.E *- Provide a conclusion related to the information of explanation presented.*
LA.5.W.5.4 *- [Progress Indicator] - 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.)*
LA.5.W.5.5 *- [Progress Indicator] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
LA.5.W.5.6 *- [Progress Indicator] - With some guidance and support from adults and peers, 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.*
LA.5.W.5.8 *- [Progress Indicator] - 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.*
LA.5.W.5.10 *- [Progress Indicator] - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Standards for Speaking and Listening

LA.5.SL.5.1.A *- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
LA.5.SL.5.1.B *- Follow agreed-upon rules for discussions and carry out assigned roles.*
LA.5.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.*
LA.5.SL.5.1.D *- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*
LA.5.SL.5.2 *- [Progress Indicator] - Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).*
LA.5.SL.5.4 *- [Progress Indicator] - 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 themes; speak clearly at an understandable pace.*
LA.5.SL.5.6 *- [Progress Indicator] - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*

Standards for Language

LA.5.L.5.1.A *- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
LA.5.L.5.1.D *- Recognize and correct inappropriate shifts in verb tense.*

LA.5.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?).*
LA.5.L.5.2.E *- Spell grade-appropriate words correctly, consulting references as needed.*
LA.5.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.*
LA.5.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.*
LA.5.L.5.5.A *- Interpret figurative language, including similes and metaphors, in context.*
LA.5.L.5.5.B *- Recognize and explain the meaning of common idioms, adages, and proverbs.*
LA.5.L.5.5.C *- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*
LA.5.L.5.6 *- [Progress Indicator] - 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).*

Technology Standard(s) Number and Description

TECH.8.1.5.A.CS1 *- [Content Statement] - Understand and use technology systems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.1 *- [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
TECH.8.1.5.A.2 *- [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.*
TECH.8.1.5.A.3 *- [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.*
TECH.8.1.5.B.CS1 *- [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.*
TECH.8.1.5.B.CS2 *- [Content Statement] - Create original works as a means of personal or group expression.*
TECH.8.1.5.C.CS1 *- [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media*

Interdisciplinary Standard(s) Number and Description

CAEP.9.2.8.B.3 *- [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.*
SCI.5-6.5.3.6.C *- [Strand] - All ANIMALS and most plants depend on both other organisms and their environment to meet their basic needs.*
SOC.6.1.8.CS2 *- [Content Statement] - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.*
SOC.6.1.8.B.2.a *- [Cumulative Progress Indicator] - Determine factors that impacted emigration, SETTLEMENT patterns, and regional identities of the*

colonies.

SOC.6.1.8.B.4.b *- [Cumulative Progress Indicator] - Map territorial expansion and SETTLEMENT, as well as the locations of conflicts with and reSETTLEMENT of Native Americans.*

Enduring Understandings:

Students will understand that…

Reading:

- Effective readers learn lessons from the experiences of real people and fictional characters.
- Effective readers use specific strategies to help them better understand what they read and make sense of key ideas and details presented in the text.
- Effective readers question the text, consider different perspectives, and look for author's bias.

Writing:

- Effective writers group related information in paragraphs and sections provides a focus to the writing.
- Effective writers know that the elements of a nonfiction text help to convey information on the topic.
- Effective writers convey ideas through their writing.
- Effective writers use precise language and domain specific vocabulary helps to explain topics.
- Effective writers use transitions to link information within and across categories.
- Effective writers will use their own experiences as resources.
- Effective writers will use information gathered in their own words or cited appropriately to avoid plagiarism.
- Effective writers will give credit to all sources that they use.
- Effective writers examine a topic and convey complex ideas and information clearly and effectively.
- Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.

Language

- Demonstrate command of the conventions of Standard English grammar and usage of writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Predicted Misunderstandings:

- Central ideas/themes of the text
- Analyzing the development of central ideas or themes
- Analyzing how ideas, individuals and events interact throughout the text
- Organization of ideas in writing
- Use of temporal words/transition words

Essential Questions:

- What are the major differences between books that tell stories and books that give information?
- How can we understand and infer author's purpose through their writing?
- How do I compare and contrast two or more characters, settings, or events in a story or drama drawing on specific details in a text?
- How do text features increase my understanding and ability to make informed choices about the topic?
- How can we determine what the informational text is mostly about using key details and explain how they support the main idea?
- How can we describe characters' actions and how they contribute to a sequence of events?
- How does our background knowledge and personal experiences influence what we read?
- Why should we regularly monitor our understanding of the text and discuss these understandings?
- Why is it important to evaluate our thinking as we read the text?
- How can one distinguish the point of view of the author and compare it to my own?
- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?

- How do regular, varied writing opportunities make you a stronger writer?
- How does the audience influence the format of your writing?
- Why is it important to apply grammar and mechanic skills in your writing?
- How can usage of spelling rules and patterns improve written communication?

21st Century Connections

Check all that apply.		**21st Century Interdisciplinary Themes**	*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** in the box before the appropriate skill.*	**21st Century Skills**
	x	**Global Awareness**	**E,T,A**	**Critical Thinking and Problem Solving**
	x	**Environmental Literacy**	**E**	**Creativity and Innovation**
	x	**Health Literacy**	**E,T**	**Communication and Collaboration**
	x	**Civic Literacy**	**E**	**Flexibility and Adaptability**
		Financial, Economic , Business and Entrepreneurial Literacy	**E**	**Initiative and Self-Direction**
			E,T	**Social and Cross-Cultural Skills**
			E,T,A	**Productivity and Accountability**
			E,T	**Leadership and Responsibility**
			E,T,A	**Information Literacy Skills**
			E,T,A	**Media Literacy Skills**
			E,T,A	**Information, Communication, and Technology (ICT) Literacy**

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

	E,T	**CRP1. Act as a responsible and contributing citizen and employee**
	E,T,A	**CRP2. Apply appropriate academic and technical skills**

	CRP3. Attend to personal health and financial well-being
E,T,A	**CRP4. Communicate clearly and effectively with reason**
E,T,A	**CRP5. Consider the environmental, social and economic impacts of decisions**
E,T,A	**CRP6. Demonstrate creativity and innovation**
E,T,A	**CRP7. Employ valid and reliable research strategies**
E,T,A	**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
E	**CRP9. Model integrity, ethical leadership, and effective management**
E	**CRP10. Plan education and career paths aligned to personal goals**
E,T,A	**CRP11. Use technology to enhance productivity**
E	**CRP12. Work productively in teams while using cultural global competence**

Student Learning Goals/Objectives:

Students will know….	***Students will be able to (do)…***
Reading: • The parts of a story • The key details of a story • The vocabulary throughout a text • The Point of View of a story • The sequence of Events within a story • The main idea of a story • The theme of a story **Writing:** • The research writing process • The parts of an research piece • Descriptive Details	**Reading:** • Quote accurately from a text • Make relevant connections when explaining what the text says and when drawing inferences from the text • Determine the key details of a story to identify the theme and to summarize the text • Determine the meaning of words and phrases as they are used in a text • Describe how a narrator's point of view influences how events are described • Summarize the main ideas of a text and explain how they are supported by key details • Analyze multiple accounts of the same event or topic

• Precise Language • Citing Evidence • The writing process • The research process • Point of View **Speaking and Listening:** • Effective ways of discussing in a variety of collaborative discussions (one-on-one, in groups, teacher-led, etc.) **Language:** • Effective ways to communicate while writing and speaking	• Analyze how a story can change based on point of view • Know and apply grade-level phonics and word analysis skills in decoding and encoding words • Read grade-level text with purpose and understanding **Writing:** • Write an introduction explaining their focus • Construct body paragraphs that develop the topic logically • Use relevant facts, definitions, details, quotations, and other information/examples • Utilize connecting and transition words to link information within and across categories • Construct a concluding statement or section • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce and publish writing • Use technology to interact and collaborate with peers • Write routinely over extended time frames and shorter time frames **Speaking and Listening:** • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly **Language:** • Use knowledge of language and its conventions when writing, speaking, reading, or listening
Key Vocabulary and Terms:	
Reading: Plot, character, conflict, setting, Summarize, multiple-meaning words, infer, predict, analyze, evaluate, author's purpose, cause/effect, visualize,	

theme, point of view

Writing:
explanatory, concrete details, quotation, precise language, domain specific vocabulary, plagiarism, paraphrase, introduction, phrase, clause, facts, details, topic, point of view, conclusion, transitional words, text, conventions, voice, prewriting, draft, revise, edit, publish, word choice, topic sentence, complete sentences, expressions, collaborate, sources, analyze, validity

Grammar:
subject, predicate, verbs, perfect tenses, transitions, mechanics

Texts Included (List in Order of Increasing Complexity)	**Check Type**	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	**L**	**I**
Structure (Check appropriate choice): _____ C/C _____ C/E ___x__ P/S ___x__ S/O _x____ D __x___ N		
Title/Information:		
Tucket's Travels—Gary Paulson(required)	**x**	
Historical Fiction		
Desert Survival—Adapting to Extremes—N/A(optional)		
Informational		**x**
Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.68)(optional)	**x**	
Structure (Check appropriate choice): ___x__ C/C _____ C/E ___x__ P/S ___x__ S/O ___x__ D __x___ N		
Title/Information:		
The Birchbark House—Louise Erdrich(required)	***x***	
Historical Fiction		
Four Seasons of Food—Joyce Mallery(optional)		***x***

Informational ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.138)(optional)***		***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S ___x__ S/O ____x_ D ___x__ N** ***Title/Information:*** **Vaqueros: America's First Cowboys—George Ancona*(required)*** **Informational** **Rhyme on the Range—Misc. Poets*(optional)*** **Poetry** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p. 210)(optional)***	 ***x*** ***x***	 ***x*** ***x***
Structure (Check appropriate choice): **_____ C/C ___x__ C/E ___x__ P/S ___x__ S/O __x___ D __x___ N** ***Title/Information:*** **Rachel's Journal: The Story of a Pioneer Girl—Marissa Moss*(required)*** **Historical Fiction** **Westward to Freedom—Tracy Moncure*(optional)*** **Informational** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.282)(optional)***	 ***x*** ***x***	 ***x***
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S _____ S/O ___x__ D ___x__ N** ***Title/Information:*** **Lewis and Clark—R. Conrad Stein*(required)*** **Narrative Non-Fiction**		 ***x***

A Surprise Reunion—Byron Cahill*(optional)* **Play** ***Coordinating Leveled Readers for Journeys (Comprehensive Language and Literacy Guide p.360)(optional)***	***x*** ***x***			
Structure (Check appropriate choice): **_____ C/C _____ C/E __x___ P/S _x____ S/O ___x__ D ___x__ N** ***Title/Information:*** ***Maniac Magee—Jerry Spinelli (required)***	 ***x***			
Writing Assignments	**Check Type**			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research	**O**	**E**	**N**	**R**
__x_ Process ___ On Demand AND Structure: ___x__ C/C ____ C/E _____ P/S ___x__ S/O __x___ D _____ N **Title/Description: Research/Informational: Research various topics learned about in the LEAD program in preparation for writing the LEAD essay.** **Mentor Text: Common Core Writing Handbook** **LEAD Student Workbook**		**x**		**x**
___x__ P or ____ OD and Structure: ___x__ C/C ___x__ C/E _____ P/S ___x__ S/O _x____ D _____ N **Title/Description: Research/Explanatory: Write a five to seven paragraph research piece focusing on various topic explored during the LEAD program. The students will focus on the organization of each paragraph and the research process.** **Mentor Text: Common Core Writing Handbook** **LEAD Student Workbook**		**x**		**x**
_____ P or ___x__ OD and Structure: __x___ C/C __x___ C/E _____ P/S __x___ S/O __x___ D _____ N **Title/Description: On-Demand: Write a three to five paragraph research piece given a prompt in a given time period.**		**x**		**x**

Assessment Evidence:				
Performance Tasks: Progress Monitoring Running Records Writing Conferences Exit Slips Response to Literature PARCC released test items PARCC Scoring Rubric for Prose Constructed Response Items	**Other Assessment Measures*:*** ****Include Benchmarks*** Selection Tests Target Vocabulary Tests Unit Benchmark Tests Writing Assessments Weekly Spelling Tests			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)				
*Instructional Strategies and Activities (add rows as needed) *D* **Title**	***Consider how will the design will:*** **Description with Modifications, number of days, etc.**			
70. Vocabulary	Introduce important/unfamiliar vocabulary from a text to the students. Start by discussing the pronunciation of the word. Then, talk about the meaning of the word. Advise students to use context clues to help them discover the meaning of unfamiliar words. After discussing the vocabulary, have the students complete one of the following activities: • Discuss the vocabulary terms with the students. Have the students define the words in their notebooks. • Group students and have students discuss kid-friendly definitions for each vocabulary term (jigsaw). • Students are grouped and cards with the vocabulary terms are placed around the room. Each group rotates from card to card to discuss what they think the definition is. Then, using a dictionary or dictionary.com, the students write the definitions in their notebooks. Differentiation: Advanced: Have the students use each word in their own sentence; Have the students find alternate meanings,			

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	· Independent writing · Writer's workshop · Conferencing
Resources:	
• Journey's Textbook • Common Core Handbook • LEAD Student Workbook • Comprehensive Language and Literacy Guide • Journey's Grab & Go • Journey's Write-In Reader • Journey's Projectables • Common Core Writing Handbook • Flocabulary • BrainPop Jr.com • Youtube.com • ThinkCentral.com • WritingA-Z.com • ReadWriteThink.org • SpellingCity.com • Achievethecore.org • ThinkFinity.com • Google Classroom • Vocabulary Cards • Blackline Masters • Journey's Leveled Readers	
Suggested Time Frame	30-35 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Curriculum Map- Fifth Grade ELA

Fifth Grade	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**

Reading Literature Text						
Key Ideas and Details						
LA.5.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	✔	✔	✔	✔	✔
LA.5.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	✔	✔	✔	✔	✔
LA.5.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).			✔		✔
Craft and Structure						
LA.5.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.	✔		✔	✔	✔
LA.5.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.			✔	✔	✔
LA.5.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	✔		✔	✔	✔
Integration of Knowledge and Ideas						
LA.5.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).			✔		✔
LA.5.RL.5.8	(Not applicable to literature)					

LA.5.RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			✔		✔
Range of Reading and Level of Text Complexity						
LA.5.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.				✔	
Reading Informational Text						
Key Ideas and Details						
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	✔	✔	✔	✔	✔
LA.5.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✔	✔	✔	✔	✔
LA.5.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.		✔			
Craft and Structure						
LA.5.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.	✔	✔		✔	
LA.5.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.		✔		✔	
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	✔	✔		✔	

Integration of Knowledge and Ideas						
LA.5.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.		✔			
LA.5.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).		✔			
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.		✔			
Range of Reading and Level of Text Complexity						
LA.5.RI.5.10	By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.				✔	
Reading Foundation Skills						
Phonics and Word Recognition						
LA.5.RF.5.3 (a)	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 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.	✔	✔	✔	✔	✔
Fluency						
LA.5.RF.5.4 (a-c)	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✔	✔	✔	✔	✔
Writing						

Text Types and Purposes						
LA.5.W.5.1 (a-d)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b) Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d) Provide a conclusion related to the opinion presented.		✔			
LA.5.W.5.2 (a-e)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a conclusion related to the information of explanation presented.			✔	✔	✔
LA.5.W.5.3 (a-e)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✔				

	a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events.					
Production and Distribution of Writing						
LA.5.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.)	✔		✔	✔	✔
LA.5.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.	✔		✔	✔	✔
LA.5.W.5.6	With some guidance and support from adults and peers, 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.	✔		✔	✔	✔
Research to Build and Present Knowledge						
LA.5.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.		✔			
LA.5.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.					
LA.5.W.5.9 (a-b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").				✔	
Range of Writing						
LA.5.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✔	✔	✔	✔	✔
Speaking and Listening						
Comprehension and Collaboration						
LA.5.SL.5.1 (a-d)	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. a) Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions	✔	✔	✔	✔	✔

	in light of information and knowledge gained from the discussions.					
LA.5.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		✔	✔		✔
LA.5.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		✔			
Presentation of Knowledge and Ideas						
LA.5.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 themes; speak clearly at an understandable pace.			✔		✔
LA.5.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.				✔	
LA.5.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✔	✔	✔	✔	✔

Language						
Conventions of Standard English						
LA.5.L.5.1 (a-e)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c) Use verb tense to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense. e) Use correlative conjunctions (e.g., either/or, neither/nor).	✔	✔	✔	✔	✔
LA.5.L.5.2 (a-e)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation to separate items in a series. b) Use a comma to separate an introductory element from the rest of the sentence. 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?). d) Use underlining, quotation marks, or italics to indicate titles of works. e) Spell grade-appropriate words correctly, consulting references as needed.	✔	✔	✔	✔	✔
Knowledge of Language						
LA.5.L.5.3 (a-b)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Expand, combine, and reduce sentences for meaning,		✔			

	reader/listener interest, and style. b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.					
Vocabulary Acquisition and Use						
LA.5.L.5.4 (a-c)	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. a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.	✔		✔	✔	✔
LA.5.L.5.5 (a-c)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			✔		✔
LA.5.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).	✔		✔	✔	✔