

Reading

Grade 5

Prepared by:

Jennifer Stalb and Yaris Chase

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

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Fifth Grade Reading

Course Description: Fifth grade students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme. Students investigate ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. Strong foundational skills, such as fluency and word solving that are required to read these complex nonfiction are addressed. Students read complex nonfiction texts to conduct research, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues. Students also work in book clubs to become deeply immersed in a variety of genres and further develop higher-level thinking skills to study how authors develop characters and themes changing over time.

Course Sequence:

Unit 1- Comparing Themes Across Novels	8 Weeks
Unit 2- Nonfiction Reading- Narrative and Expository	9 Weeks
Unit 3- Author Study: Reading Like a Fan to See the World Through an Author's Eyes	8 Weeks
Unit 4- Making Claims Across Different Genres in Short Text Sets	5 Weeks

**Three weeks are designated to field trips and New Jersey State Testing (English Language Arts, Mathematics, and Science)

Prerequisite:

Fourth Grade ELA

Unit 1 Overview

Content Area: Reading

Unit Title: Unit 1 - Comparing Themes Across Novels

Grade Level: 5

Unit Summary: In this unit, readers will develop a strong understanding in identifying and comparing themes across novels.

Unit 1 Standards

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards

NJSLA.RL. 5. 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
NJSLA.RL. 5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
NJSLA.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).
NJSLA.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.
NJSLA.RL. 5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> 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.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLA.L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

	<p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>
NJSLA.L.5.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
NJSLA.L.5.6.	<p>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).</p>
NJSLA.RF.5.4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
NJSLA.W.5.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
NJSLA.W.5.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.8	<p>Identify risks that individuals and households face.</p>
9.4.5.GCA.1	<p>Analyze how culture shapes individual and community perspectives and points of view</p>
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.5.TL.3	<p>Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p>
8.1.5.DA.1	<p>Collect, organize, and display data in order to highlight relationships or support a claim.</p>
Interdisciplinary Connection	
6.1.5.CivicsPD.3	<p>Explain how and why it is important that people from diverse cultures collaborate to find</p>

	solutions to community, state, national, and global challenges.
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Inclusion

Using the read aloud *Wonder* generate class discussions around the experiences the characters face such as how some classmates and parents exclude and make assumptions about Auggie because of his appearance. Discuss the themes related to kindness and empathy.

Unit Essential Question(s):

- How does reading across a series develop a deeper understanding of the many themes that emerge?
- How do the many books in a series come together in larger ways?

Unit Enduring Understandings:

- Readers use close reading strategies to generate ideas about possible themes being addressed and to uncover the author's overall message
- Readers compare themes across texts with text evidence and explanation.
- Readers establish routines for managing book clubs.
- Readers use conversation to deepen understanding of the larger story that is told across a series and compare themes that emerge across more than one series.
- Readers reflect and share how their thinking is moved or shaped by a series and across series.

Unit Learning Targets/Objectives:

Students will...

- Differentiate the perspective of two authors.
- Develop an understanding of themes in a story.
- Create their own theme from a novel and support it in a literature essay.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Understand that there can be more than one theme within a novel.
- Identify a common theme between two novels.

Evidence of Learning

Formative Assessments:

- conferences with readers
- examining student notebook entries and responses
- Reading Groups
- Fountas and Pinnell Program

Summative/Benchmark Assessment(s):

- Rubric
- Comprehension assessments
- Fountas and Pinnell Program

Alternative Assessments:

- Modified versions
- Oral Assessments
- Project-based Assessments

Resources/Materials: *What Do I Teach Readers Tomorrow? Fiction Chapter 6*

<p><u>Teacher Sample Texts:</u> Every Soul a Star BFG Because of Winn Dixie Reign Rain Rules Wonder (Inclusion) Out of my Mind Gilly Hollis Woods One Crazy Summer Glory Be Sarah Plain and Tall and Skylark by Patricia Maclachlan Wayside School (any one of them) by Louis Sachar Shredderman by Wendelin Van Draanen Olivia by Ian Falconer Lily Books by Kevin Henkes Black Lagoon by Mike Thaler Francis Books by Babymouse Series-- Holm Patricia Polacco Books with Her as a character: A Gift of the Heart, Rotten Redheaded Brother, Picnic at Mudsock Meadow, Chicken Sunday, Thank you Mr. Falker, The Junkyard Wonders</p>	<p><u>Student Texts:</u> Dragon Slayer Academy, P Time Warp Trio, P Hank the Cowdog, Q Bunnica, James Howe, Q Little House on the Prairie, Laura Ingalls Wilder, Q/R Fudge, Beverly Cleary, Q/R Swindle, Gordon Korman, R/S The Goddess Girls, Joan Holub and Suzanne Williams, S Origami Yoda, Tom Angleberger, S/T Diary of a Wimpy Kid, Jeff Kinney, T 43 Old Cemetery Road, Kate Klise, U 39 Clues, Rick Riordan and Various, U All the Wrong Questions, Lemony Snicket, V The Underland Chronicles, Suzanne Collins, V Percy Jackson and The Olympians, Rick Riordan, W The Secrets Of The Immortal Nicholas Flamel, Michael Scott, X Alex Rider, Anthony Horowitz, X-Z Cirque Du Freak, Darren Shan, Y Artemis Fowl, Eoin Colfer, Y Brixton Brothers by Mac Barnett, Peter and the Starcatchers by Dave Barry, X</p>
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Modifications:

Special Education Student/504 -

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case managers and follow IEP/ 504 accommodations/ modifications

At-Risk Students -

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures / action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students-

- Provide extension activities
- Build on students' intrinsic motivations

English Language Learners -

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- Consult with parents to accommodate students' interests in completing tasks at their level of engagement.

Lesson Plans-Suggested Pacing

Lesson Name/Topic	Lesson Objective(s)	Time frame
Read Across Books	<p>Inclusion Mandate:</p> <p>-Readers listen actively to <i>Wonder</i> (read aloud) and participate in teacher-led discussions about various themes in the book as well as the challenges faced by each character and his/her family</p> <p>-Readers read widely across many books in the same series to identify themes being addressed and to uncover the author's overall message.</p> <p>-Readers uncover the bigger lesson (theme) that the author is trying to teach us by studying how the problem in the story is resolved.</p>	5 weeks
Comparing Books within a Series	<p>-Readers use conversation to deepen understanding of the larger story that is told across a series and compare themes that emerge across more than one series.</p> <p>-Readers compare characters, their choices, and how they deal with their struggles and how they change within the series.</p> <p>-Readers compare the themes within the series and make connections to a bigger picture and broader message the author is trying to convey</p>	2 weeks
Reflecting across texts	<p>-Readers reflect and share how their thinking is moved or shaped by a series and across series.</p> <p>-Readers make connections within AND across the multiple texts in a series.</p>	1 week

Teacher Notes: When reading books in a series students may tend to want to just focus on the plot- What will happen next? Instead we can show them in this part of the unit how to look beyond plot at other layers of the texts and series.

By inviting students to listen to their inner thinking while they are reading so that they aren't just documenting what is happening in the text, but also their ideas about what is happening.

Celebration Ideas: At the end of a unit of study it is helpful to take a day or two to reflect with students about what they learned, how they grew, and to set goals for the next unit. This can be done in conversations with partners, clubs, or whole class. This can also include a culminating event. One idea would be to do book talks on the series or to create a book recommending blog about series and who would like them and why.

Unit 2 Overview

Content Area: Reading

Unit Title: Unit 2 -Nonfiction Reading - Narrative, Non-narrative, and Hybrid Texts

Grade Level: 5

Unit Summary: Nonfiction comes in a variety of forms, media, and structures. By the time fifth graders embark on this unit, they have likely read all three, but not necessarily using all they know about the differences in expository and narrative structure in order to learn about the world and the things in it. Therefore this unit is geared toward keeping a keen eye on structure, and using the comprehension, decoding, and word learning skills flexibly as structures vary both across texts and within texts. These structures can also be evident in a variety of media, which, when the same skills are used in listening and viewing as used in reading, students comprehend more deeply in a variety of media.

Unit 2 Standards

Standards (Content and Technology): New Jersey Student Learning Standards for English Language Arts

CPI#:	Statement:
NJSLS.RI. 5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
NJSLS.RI. 5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
NJSLS.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.
NJSLS.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.
NJSLS.RI. 5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
NJSLS.RI. 5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
NJSLS.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.
NJSLS.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).
NJSLS.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.
NJSLS.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> 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.
NJSLS.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> 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.
NJSLS.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS.W.5.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>
NJSLS.W.5.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p>
NJSLS.W.5.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>
NJSLS.W.5.4.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
NJSLS.W.5.5.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
NJSLS.W.5.6.	<p>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.</p>
NJSLS.W.5.7.	<p>Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>
NJSLS.W.5.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
NJSLS.W.5.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>

	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]”).
NJSLSA.SL1.	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLS.L.5.4.	<p>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.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>
NJSLS.L.5.1.	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
NJSLS.L.5.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>
NJSLS.L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>

	B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
NJSLS.L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 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.
NJSLS.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).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Interdisciplinary Connection	
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Amistad Use articles on the Little Rock Nine and the Freedom Fighters to investigate the importance and contributions text and graphic features make to a readers' understanding.	
Unit Essential Question(s): <ul style="list-style-type: none"> How can knowing the different structures of informational text help us learn about a topic? How can I learn what an author is teaching about? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Readers use what they know about text structure to identify key ideas and details. Readers notice a shift in overall structure and internal structure and switch their approach to reading, thinking, and jotting as needed. Readers synthesize ideas and information across multiple texts and media and become teachers of others. Readers use strategies to figure out unfamiliar vocabulary. <p><i>Note:</i></p>

The unit is broken out into the three text structures of expository, narrative, and hybrid and the second goal is embedded in those teaching points.

Evidence of Learning

Formative Assessments:

- Conferences with readers
- Examining student notebook entries and responses
- Fountas and Pinnell Program

Summative/Benchmark Assessment(s):

- -Rubric
- -Comprehension assessments
- -Fountas and Pinnell Program

Resources/Materials:

- *What Do I Teach Readers Tomorrow? Nonfiction*

Teacher Sample Texts:

-DK Eyewitness Book American Revolution
 -Independent Dames (Laurie Halse Anderson)
 - Liberty or Death: The Surprising Story of Runaway Slaves who Sided with the British During the American Revolution
 -*Scholastic News* article on “The Little Rock Nine” and the Freedom Fighters “Journey for Justice”

Materials:

-<http://www.history.com/topics/american-revolution/american-revolution-history/videos/bet-you-didnt-know-revolutionary-war>

tinyurl.com/pattycontentareabinder

Student Texts:

The Iroquois: The Six Nations Confederacy, Mary Englar, O
 The Sinking Of The Titanic, Marcia Amidon Lusted, O
 The Biography Of Rubber, Cary Gleason, Q
 Explorers of North America, Christine Taylor-Butler, Q
 Manners And Customs In The Middle Ages, Marsha Groves, R
 Goods and Services, Gillian Houghton, R
 The Reconstruction Era, Katie Marsico, S
 The Black Sox Scandal of 1919, Dan Elish, S
 The Boston Tea Party, Linda Crotta Brennan, T
 The Read Story About Government And Politics in Colonial America, Kristine Carlson Asselin, T
 Titanic Disaster at Sea, Martin Jenkins, U
 From Rags to Riches, Christine Dugan, U
 Nobody Gonna Turn Me Around, Doreen Rappaport, V
 Machines and Weaponry of World War I, Charlie Samuels, V
 Blizzard Of Glass: The Halifax Explosion Of 1917, Sally M. Walker, W

Vietnam, Charlotte Guillain, W
 Survivors: True Stories Of Children In The
 Holocaust, Allan and Mara Bovsun Zullo, X
 Freedom Walkers: The Story Of The Montgomery
 Bus Boycott, Russell Freedman, X
 The Story of Google, Sara Gilbert, Y
 Black Potatoes: The Story Of The Great Irish Famine,
 1845-1850, Susan Campbell Bartoletti, Y

Modifications:

Special Education Students/ 504 Students-

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case managers and follow IEP accommodations/ modifications

English Language Learners-

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students-

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures / action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students-

- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<p>Expository Nonfiction Text Structures</p>	<p>-Readers identify the structures including:</p> <ul style="list-style-type: none"> ● “Boxes and bullets” structure (Main Idea/Detail) ● Cause/effect ● Pro/con ● Problem/solution ● Compare/contrast ● How-to (chronological) <p>- Readers use text and graphic features to frame their thinking and developing questions they anticipate answering through the text</p> <p>Amistad Mandate</p> <p>-Use articles such as “The Little Rock Nine” and “Journey for Justice” to explore the key information that can be obtained from text an graphic</p>	<p>3 Weeks</p>

	features as well as how they guide a reader to form questions and find key information	
Narrative Nonfiction Text Structures	<p>-Readers blend what they already know about the person/animal/topic, as well as what they know about story structure to deepen their understanding.</p> <p>-Readers of narrative nonfiction pay attention to and learn from the choices the person makes in their life and their traits which often help them overcome the challenges and achieve something meaningful.</p>	3 Weeks
Building Vocabulary	<p>Readers use strategies to figure out unfamiliar vocabulary.</p> <ul style="list-style-type: none"> ● Readers use context clues to read around the unfamiliar word and consider what would make sense. ● Students will use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words ● Keep track of important tier 3 words that go with the topics you are learning about. Try to use these new terms in conversations and in writing. 	1 Week
Synthesizing Ideas and Information across multiple texts and media	<p>-Students gain knowledge from both reading and watching. Students listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip.</p> <p>-Readers compare and contrast their notes from one text or media to the next on the same topic.</p>	2 Weeks
<p>Teacher Notes: Celebration Ideas: At the end of a unit of study it is helpful to take a day or two to reflect with students about what they learned, how they grew, and to set goals for the next unit. This can be done in conversations with partners, clubs, or whole class. This can also include a culminating event.</p>		

Unit 3 Overview

Content Area: Reading

Unit Title: Unit 3-Author Study: Reading Like a Fan to See the World Through an Author's Eyes

Grade Level: 5

Unit Summary: In this unit readers will invest their time reading many books by a particular author they enjoy. Throughout this unit readers will examine the unique characteristics of an author they admire and enjoy, using that to help them deepen their understanding of the stories they read. Readers step back after reading a series and ask important questions such as, “What does the author want me to gain from reading this? How might I live differently having read these books?” Throughout the unit readers will engage in conversation and discuss how themes are similar and different across texts. Readers develop a sense of what types of themes and lessons authors’ tend to write about and why they matter. Lastly, readers will step back and reflect on how their thinking has been reshaped after embarking on an author’s study of their choice and interest.

Unit 3 Standards

Standards (Content and Technology): New Jersey Student Learning Standards for English Language Arts

CPI#:	Statement:
NJSLS.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.
NJSLS.RL. 5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
NJSLS.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).
NJSLS.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.
NJSLS.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.
NJSLS.RL. 5.6.	Describe how a narrator’s or speaker’s point of view influences how events are described.
NJSLS.W.5.9	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]”).
NJSLS.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.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 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.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL5..	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLS.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

	<p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>
NJSLS.L.5.5	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
NJSLS.L.5.6.	<p>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).</p>
NJSLS.RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.4	<p>Explain the reasons why some jobs and careers require specific training, skills, and certification.</p>
9.4.5.CI.3	<p>Participate in a brainstorming session with individual's with diverse perspectives to expands one's thinking about a topic of curiosity</p>
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.A.1	<p>Understand and Use Technology Systems-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>
8.1.5.A.2	<p>Select and use applications effectively and productively. - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>
8.1.5.A.3	<p>Use a graphic organizer to organize information about problem or issue.</p>
Interdisciplinary Connections	
1.5.5.Cr1b	<p>Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p>
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Diversity & Inclusion	
<p>Students explore authors who have written several books about a variety of social topics including, homelessness, injustice, immigration, etc.</p>	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> How can one author's writing affect how we look at the world? The choices we make? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> An author uses their life experiences to shape their stories. Authors are decisive in the choices they make; everything on the page is there because it matters. Readers uncover authors' styles, knowing the "ins and outs" of their style, voice, and focus.

- How can conversation deepen our understanding of a text and also push us to think differently?
- How might we choose to live differently have read these books?

- Readers look for the deeper meanings within a text as a way to look deeper at the world around them

Unit Learning Targets/Objectives:

Students will...

- Analyzing many books by a particular author learning that particular author’s characteristics or trademarks through setting, plot, character, and craft.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- Synthesize the themes across many texts to consider the author’s overall message.
- Evaluate and use conversation to deepen understanding of the books and the author they are reading.
- Reflect and share how their thinking is moved or shaped by a particular author.

Evidence of Learning

Formative Assessments:

- Conferences with readers
- Examining student notebook entries and responses
- Fountas and Pinnell Program

Summative/Benchmark Assessment(s):

- Rubric
- Comprehension assessments
- Fountas and Pinnell Program

Resources/Materials:

- What Do I Teach Readers Tomorrow? Fiction

Teacher Sample Texts:

When you Reach Me, Rebecca Stead, W
 The Tiger Rising, Kate DiCamillo, T
 The Magician’s Elephant, U
 Home of the Brave, Katherine Applegate
(Immigration)
 Crenshaw, Katherine Applegate **(Homelessness)**

Student Texts/Author Possibilities:

Katherine Applegate **(Diversity & Inclusion Mandate)**
 Gordon Korman
 Jerry Spinelli
 Pam Muñoz Ryan
 Roald Dahl
 Kate DiCamillo
 Natalie Babbit

Modifications:

Special Education Students/ 504 Students-

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case managers and follow IEP accommodations/ modifications

At-Risk Students-

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures / action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students-

English Language Learners-

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement.

Lesson Plans/Sequence

Lesson Name/Topic	Lesson Objective(s)	Time frame
Uncovering an Author's Style & Characteristics	<ul style="list-style-type: none"> ● Teacher models using the read aloud <i>Home of the Brave</i> by Katherine Applegate and excerpts her other novels such as <i>Crenshaw</i> and <i>Wishtree</i> and the picture book <i>The Buffalo Storm (Diversity & Inclusion Mandate)</i> ● Read many books by a particular author learning that author's characteristics or trademarks through setting, plot, character, and craft. ● Readers notice the craft of the author such as the words he chooses and why-- and notice when that craft happens again and again. ● Readers contribute to discussion during book club meetings to deepen understanding or author's craft. 	5 weeks
Synthesizing Themes	<ul style="list-style-type: none"> ● Readers will synthesize the themes across many texts to consider the author's overall message. ● Readers will use conversation to deepen understanding of the books and the author they are reading. 	2 weeks
Reflecting on Author's Impact	<ul style="list-style-type: none"> ● Readers will reflect and share how their thinking is moved or shaped by a particular author. 	1 week

Teacher Notes:

Celebration Ideas: At the end of a unit of study it is helpful to take a day or two to reflect with students about what they learned, how they grew, and to set goals for the next unit. This can be done in conversations with partners, clubs, or whole class. This can also include a culminating event.

Unit 4 Overview

Content Area: Reading

Unit Title: Unit 4- Making Claims Across Different Genres in Short Text Sets

Grade Level: 5

Unit Summary: This may be the first time students are reading within different genres and across text types, which makes this a whole new opportunity to think about reading. Many readers, of all ages, are compelled to take a piece of fiction, especially something like historical fiction, and research the events of the time. That is what this unit is built upon-- the connection between fiction and nonfiction (and even poetry). The texts that students read are often varied but brief enough that they can read many texts in a short amount of time. Imagine a short story like Taco Head (link below) and an article on bullying from Tween Tribune (link below) and the new insights readers come to by reading them in tandem-- an amazing new understanding with greater dimension. There will be a need for some creation of texts sets/collections. Tap into your school librarian for some help with this or maybe start with a picture book and look for articles on the web for more of the informational side of the story. Your students can also help make these collections as well.

Unit 4 Standards

Standards (Content and Technology): New Jersey Student Learning Standards for English Language Arts

CPI#:	Statement:
NJSLS.RI. 5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
NJSLS.RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
NJSLS.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.
NJSLS.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.
NJSLS.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.
NJSLS.RI. 5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
NJSLS.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.
NJSLS.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).
NJSLS.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.
NJSLS.RF.5.3.	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.
NJSLS.RF.5.4.	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.
NJSLS.W.5.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS.W.5.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>
NJSLS.W.5.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p>
NJSLS.W.5.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>
NJSLS.W.5.4.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
NJSLS.W.5.5.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
NJSLS.W.5.6.	<p>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.</p>
NJSLS.W.5.7.	<p>Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>
NJSLS.W.5.8.	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
NJSLS.W.5.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>

	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]”).
NJSLSA.SL1.	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLS.L.5.4.	<p>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.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>
NJSLS.L.5.1.	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
NJSLS.L.5.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>
NJSLS.L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>

	B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
NJSLS.L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 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.
NJSLS.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).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
9.1.5.RMI.1	Identify risks that individuals and households face
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Interdisciplinary Connection	
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
DIVERSITY & INCLUSION Using mentor texts on African-Americans, notable Native Americans, and the Holocaust, students will read across a variety of texts and gather information. (D&I)	
Unit Essential Question(s): <ul style="list-style-type: none"> How does reading across genres build a greater understanding of social issues? How do different genres serve different purposes and share differing points of view? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Readers make claims about a text's themes, conflicts, and influence of point of view. Readers adjust their strategies according to the genre of the text. Readers compare their claims across genres and texts. Readers support their claims with relevant evidence and explanation.

- Readers use writing and conversation to deepen their understanding across texts.

Unit Learning Targets/Objectives:

Students will...

- Apply what they know about expository text structures to identify key ideas and details.
- Apply what they know about narrative nonfiction text structures to identify key ideas and details.
- Apply what they understand about hybrid nonfiction text structures to identify key ideas and details.
- Synthesize their ideas and information across multiple texts and media and become teachers of others.
- Remember strategies taught to figure out unfamiliar vocabulary

Evidence of Learning**Formative Assessments:**

- Conferences with readers
- Examining student notebook entries and responses
- Fountas and Pinnell Program

Summative/Benchmark Assessment(s):

- Rubric
- Comprehension assessments
- Fountas and Pinnell Program

Resources/Materials:

- *What Do I Teach Readers Tomorrow? Nonfiction*

Teacher Sample Texts:

-DK Eyewitness Book American Revolution
 -Independent Dames (Laurie Halse Anderson)
 - Liberty or Death: The Surprising Story of Runaway Slaves who Sided with the British During the American Revolution (D&I)

Materials:

-<http://www.history.com/topics/american-revolution/american-revolution-history/videos/bet-you-didnt-know-revolutionary-war>

https://drive.google.com/file/d/0B_CtP0IIW4SXMlhJN1kzQlJ6X0k/view

<https://www.tweentribune.com/article/tween56/are-you-ready-speak-against-bullying/>

tinyurl.com/pattycontentareabinder

Student Texts:

The Iroquois: The Six Nations Confederacy, Mary Englar, O (D&I)
 The Sinking Of The Titanic, Marcia Amidon Lusted, O
 The Biography Of Rubber, Cary Gleason, Q
 Explorers of North America, Christine Taylor-Butler, Q
 Manners And Customs In The Middle Ages, Marsha Groves, R
 Goods and Services, Gillian Houghton, R
 The Reconstruction Era, Katie Marsico, S
 The Black Sox Scandal of 1919, Dan Elish, S
 The Boston Tea Party, Linda Crotta Brennan, T
 The Read Story About Government And Politics in Colonial America, Kristine Carlson Asselin, T
 Titanic Disaster at Sea, Martin Jenkins, U
 From Rags to Riches, Christine Dugan, U
 Nobody Gonna Turn Me Around, Doreen Rappaport, V
 Machines and Weaponry of World War I, Charlie Samuels, V
 Blizzard Of Glass: The Halifax Explosion Of 1917, Sally M. Walker, W
 Vietnam, Charlotte Guillian, W

Survivors: True Stories Of Children In The Holocaust, Allan and Mara Bovsun Zullo, X **(D&I)**
 Freedom Walkers: The Story Of The Montgomery Bus Boycott, Russell Freedman, X **(D&I)**
 The Story of Google, Sara Gilbert, Y
 Black Potatoes: The Story Of The Great Irish Famine, 1845-1850, Susan Campbell Bartoletti, Y **(D&I)**

Modifications:

Special Education Students/ 504 Students-

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case managers and follow IEP accommodations/ modifications

At-Risk Students-

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures / action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners-

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted and Talented Students-

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement.

Lesson Plan/Sequence

Lesson Name/Topic	Lesson Objective(s)	Time frame
Themes/ Point of View/Conflict	-Readers make claims about a text's themes, conflicts, and influence of point of view. -Readers read on to prove that claim by studying a variety of texts and adjust their claims as they consider different issues or conflicts they read about across texts. -Readers consider the author's point of view when considering whether or not to pull their information in to influence their claim. -Readers study the conflict within a number of texts and consider the perspective of both sides of the conflict.	2 Weeks
Compare their claims across genres and texts	-Readers make a claim and revise that claim by reading within other genres. For example, if you	2 Weeks

	<p>create a claim after reading fiction, pick up a piece of nonfiction and adjust your claim as you learn more.</p> <p>-Readers notice if their claim holds true across multiple texts from different authors and understand that by bringing multiple perspectives into the claim makes it even stronger.</p>	
Evolution of Evidence and Explanation	<p>-Readers support their claims with relevant evidence and explanation.</p> <p>-As the claim is evolving, readers take notes to support that claim. (Boxes and bullets, t-chart, three column, etc.)</p> <p>-Readers think about the evidence they are including and reread to decide how strong the evidence is. If the evidence feels unconvincing, they read on for more compelling evidence.</p> <p>-Readers ask partners to weigh in about the evidence and explanations they have chosen to support their claim.</p>	1 Week
<p>Teacher Notes: Celebration Ideas: At the end of a unit of study it is helpful to take a day or two to reflect with students about what they learned, how they grew, and to set goals for the next unit. This can be done in conversations with partners, clubs, or whole class. This can also include a culminating event.</p>		