



# **English Language Arts Curriculum**

## **GRADE FIVE**

Approved 9/2024





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Revised: 8/14/2025



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## English Language Arts Grade 5

### Course Description:

Successful completion of the following modules will ensure that fifth grade students read and analyze a range of grade-level complex texts and tasks, and retain and further develop reading, writing, speaking and listening skills. Students advancing through fifth grade are expected to meet fifth grade-specific standards designed to enable them to meet college and career readiness expectations. The modules will also include Reading Foundational Skills that encompasses phonology, word recognition, morphology, and fluency.

Rigor is infused through the requirement that students read and analyze texts that gradually become more complex. Mastery of the four modules also helps to ensure that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas.

Additionally, mastery of the modules will support students in the expected growth of their writing ability. Students will write narratives that develop and chronicle imagined experiences as well as research and examine topics that explain, inform, and clearly express opinions. In doing so, students will strengthen their writing as they progress through the writing process to develop and elaborate on their ideas as they cite textual evidence and utilize multiple print and digital sources.

## Scope and Sequence

Timeline	Reading	Writing
<p><a href="#">Module 1</a></p> <p><a href="#">What a Story!</a></p>	<ul style="list-style-type: none"> <li>• Percy Jackson “My Mother Teaches Me Bullfighting”</li> <li>• Eleven</li> </ul> <p><i>HMH Module- What A Story</i></p> <ul style="list-style-type: none"> <li>• The Secret Garden</li> <li>• Airborne</li> </ul> <p><i>HMH Module- Unexpected, Unexplained</i></p> <ul style="list-style-type: none"> <li>• The Secret Keepers</li> </ul>	<p><b>Extended Writing Task:</b> The Secret Keepers tells about an unusual watch that holds mysterious and frightening power. The reader follows the story through the thoughts, feelings, and experiences of the main character, Reuben. Use your imagination to create the next scene for the story. Change the point of view, telling this part of the story from Reuben’s mother’s perspective. How is she feeling? What is she noticing about Reuben? What is she wondering about his actions? What will happen when she finally sees or touches the watch? Use details from the text, including mood, character traits, and previous events to help you craft your ending scene.</p> <p><b>Performance Task:</b></p> <p>Performance Task Part 1: In this module you learned that there are many different ways to tell a story. Think of the different kinds of fiction that you have read. Using one of the subgenres discussed in class, compose a narrative about a character that is on a journey to discover something.</p> <p>Be sure to include:</p> <ul style="list-style-type: none"> <li>• Specific characteristics of the subgenre</li> <li>• A specific setting</li> <li>• Interesting characters</li> <li>• A clearly defined set of events for the conflict</li> <li>• Dialogue that develops the story</li> <li>• literary devices (flashback, thoughtshot, pacing- Slowing Down</li> </ul>

		<p>Time, foreshadowing)</p> <p>Performance Task Part 2: Now that you’ve written a story about a character going on a journey to discover something, it’s time to think more deeply about your writing.</p> <p>Write a short reflection (a few paragraphs) about your story. In your reflection, make sure to:</p> <ul style="list-style-type: none"> <li>● Include which type of fiction (like fantasy, mystery, or science fiction) you used in your story and why you chose it.</li> <li>● Explain what writing tools (literary devices) you used, like:</li> <li>● Give examples from your own story to show how you used those tools.</li> <li>● Talk about how authors used the same writing tools in the stories we read in class, and explain how those tools made the stories more exciting or powerful for the reader.</li> </ul>
<p>Module 2</p> <p>Natural Disasters</p>	<ul style="list-style-type: none"> <li>● Each volcano has unique warning signs that eruption is imminent (Newsela)</li> <li>● Mauna Loa Roars Back to Life (video)</li> <li>● How Not To Stop a Volcano</li> <li>● Hurricane Safety Tips, explained</li> <li>● Stories from Hurricane Survivors</li> <li>● Earthquake Safety Tips- Disaster Dodgers Video</li> <li>● Preparing for a Natural Disaster</li> <li>● The Importance of Being Prepared for a Natural Disaster</li> </ul> <p><i>Natural Disasters</i></p> <ul style="list-style-type: none"> <li>● Who Studies Natural Disasters</li> <li>● Eruption! Volcanoes and the Science of Saving Lives</li> <li>● Between the Glacier and the Sea: The Alaska Earthquake (video)</li> <li>● Quaking Earth, Racing Waves</li> </ul>	<p><b>Extended Writing:</b> Extended Writing- In “Eruption! Volcanoes and the Science of Saving Lives” the narrator indicates that “scientists had to predict the unpredictable. The consequences—a costly false evacuation or tragic loss of life—weighed heavily on their minds and their hearts.” Based on the information you gained from “Each Volcano Has Unique Warning Signs that Eruption Is Imminent” and “How Not To Stop a Volcano,” was the decision to evacuate difficult for the volcanologist to make? Use evidence from the texts to support your response.</p> <p><b>Performance Task:</b> Think back on what you learned about staying safe in natural disasters. Is your school or community ready for a natural disaster? What more could be done to</p>

	<ul style="list-style-type: none"> <li>• Hurricanes: the Science Behind Killer Storms</li> </ul>	<p>prepare? Choose one natural disaster that you learned about in the module. Write an essay stating what you think needs to be done to ensure that your school and community stays safe during a natural disaster. Support your opinion with evidence from both the texts and videos.</p>
<p><a href="#">Module 3</a></p> <p><a href="#">A New Home: Human Migration</a></p>	<p><b>Wild West</b></p> <ul style="list-style-type: none"> <li>• Why Go West?</li> <li>• Explore the Wild West</li> <li>• The Celestial's Railroad</li> </ul> <p><b>A New Home</b></p> <ul style="list-style-type: none"> <li>• Moving to a New Country: A Survival Guide</li> <li>• A Movie in My Pillow</li> <li>• Inside Out and Back Again</li> <li>• From Scratch</li> <li>• Elisa's Diary</li> </ul>	<p><b>Extended Writing Task:</b> <i>Inside Out and Back Again</i> tells the story of eleven year old Ha's experience fleeing her country and journey to America. Each poem chronicles her experiences as a young girl in America. Based on the experiences described by the author, what is the overall theme addressed in the collection of poems? Use evidence from the poems to support your response.</p> <p><b>Performance Task:</b></p> <p>Throughout this module, you have explored the reasons and challenges individuals face when moving to a new place. Compose an essay that explains what motivates people to move and what challenges they face as they try to fit in and adjust. Use evidence from the various texts you've studied throughout this module to support your ideas.</p> <p>Make sure your essay:</p> <ul style="list-style-type: none"> <li>• has an introduction that clearly states the topic.</li> <li>• supports important ideas with facts, definitions, and quotes from the texts.</li> <li>• uses headings to group related information in a clear way.</li> <li>• uses precise language and topic-specific vocabulary.</li> <li>• has a conclusion that sums up important points.</li> </ul>
<p>Module 4</p> <p>Let's Discover!</p>	<p><b>Inventors At Work</b></p> <ul style="list-style-type: none"> <li>• Morning Miracles</li> <li>• Government Must Fund Inventors</li> </ul>	<p><b>Extended Writing Task:</b> In “Dreamers and Doers”, you focused on five individuals who wanted to know how things worked, and they wanted to solve problems. Their</p>

- The Inventor's Secret: What Thomas Edison Told Henry Ford
- Winds of Hope & Wheelchair Sports: Hang Glider to Wheeler-Dealer

#### **Above, Below, and Beyond**

- Into the Unknown: Above and Below & A Few Who Dared
- Great Discoveries and Amazing Adventures
- SpaceShipOne
- The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity
- Dreamers and Doers
- Digging Up the Past

creative ideas and scientific discoveries have helped and inspired people all around the world! In your opinion, which individual had the greatest impact in your life? Write an essay explaining why this individual had the greatest impact and how their discovery or discoveries still affect people today? Be sure to include evidence from the text to support your ideas

#### **Performance Task:**

Throughout this Module, you have been learning about different factors that contribute to the success of inventors and explorers. While some discoveries and inventions result from pure chance, or serendipity, most involve years of questioning, experimentation, and even failure. Think about the personal qualities that these inventors and explorers may have that contributed to their success. In your opinion, what three personal qualities contribute to the success of an inventor or explorer?

Write an essay that includes the three most important personal qualities that contribute to the success of an inventor or explorer. Use details from the texts or articles to support your response.



Module 1		Grade(s)	5
Unit Plan Title:	What a Story!		
Overview/Rationale			
<b>Module 1 Overview-</b> Stories have the ability to transport you to faraway places, persuade you to feel a certain way, and teach you a lesson. But how does genre affect the way a story is told? In this module, students close read, interpret, and analyze texts to discover that stories come in many forms—fiction and nonfiction books, myths and fables, plays, movies, poems, and even songs, and that each has its own unique characteristics. Through the analysis of literary elements, students examine how characters, setting, conflict, plot, and theme are used to convey meaning.			

New Jersey Student Learning Standards- ELA
<p><b>Language Domain</b></p> <p>Phonics and Word Recognition</p> <p>L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.</p> <p>Fluency</p> <p>L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> <li>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</li> <li>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</li> <li>C. Ensure agreement between subject and verb and between pronoun and antecedent.</li> <li>D. Distinguish between frequently confused words.</li> <li>E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.</li> <li>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.</li> <li>G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).</li> <li>H. Spell grade appropriate words correctly, consulting references as needed.</li> </ul> <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

L.VI.5.3. 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.

## **Reading Domain**

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

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

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

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

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

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

## **Writing Domain**

W.NW.5.3. 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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening Domain**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.

### **Career Readiness, Life Literacies, and Key Skills**

- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
- Specific situations require the use of relevant sources of information.
- Information is shared or conveyed in a variety of formats and sources.

- Digital tools have a purpose.
- Individuals from different cultures may have different points of view and experiences.
- Digital tools can be used to display data in various ways
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital identities must be managed in order to create a positive digital footprint.
- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
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#### Technology/Computer Science and Design Thinking

- Different digital tools have different purposes.
- Collaborating digitally as a team can often develop a better artifact than an individual working alone.
- Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
- Specific situations require the use of relevant sources of information
- Many factors influence the accuracy of inferences and predictions.
- Societal needs and wants determine which new tools are developed to address real-world problems.
- A new tool may have favorable or unfavorable results as well as both positive and negative effects on society

#### Interdisciplinary Standards

##### **Social Studies Connection:**

- **6.3.4.A.A.2:** Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- **6.3.4.A.A.3:** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- **6.3.4.A.A.4:** Communicate with students from various countries about common issues of public concern and possible solutions.
- **6.3.4.B.B.1:** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- **6.3.4.D.D.1:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

- **6.1.4.A.11:** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4.A.12:** Explain the process of creating change at the local, state, or national level.
- **6.1.4.A.15:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.4.A.16:** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- **6.1.4.A.9:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**Science Connection:**

- **5.4-4.4.4.CC-1:** Cause and effect relationships are routinely identified, tested, and used to explain change.
- **5.4-4.4.4.SEP-1:** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
- **5.5-5.5.2.DCI-1:** Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- **5.5-5.5.3.DCI-2:** Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

*E = Encouraged, T = Taught, A = Assessed*

Civic Literacy	T	Communication
Global Awareness	A	Critical Thinking and Problem Solving
Health Literacy	A	Collaboration
Financial, Economic, Business, & Entrepreneurial Literacy	A	Creativity and Innovation
Environmental Literacy		Other:

#### Essential Question(s)

How does genre affect the way a story is told?

How does point of view influence a character's description of an event?

How does a writer use narrative techniques to develop characters and events in their writing?

How are literary elements used to convey meaning?

#### Enduring Understandings

It is necessary to develop characters and plot to tell an effective story.

Literary elements develop characters that make stories worth telling.

Point of view impacts the events in the text.

Students will learn how to effectively use elements of subgenres to impact their reader.

#### Student Learning Targets/Objectives

- I can cite direct evidence and make relevant connections to support analysis of the text.
- I can cite evidence to support inferences drawn from the text.
- I can analyze the impact of characters' thoughts and actions in a text.
- I can determine the meaning and impact of literal and figurative language.
- I can describe how a narrator's or speaker's point of view influences how events are described.
- I can compose a story's background or setting that unfolds naturally.
- I can introduce a narrator and/or characters in my writing that feel natural for the story.
- I can use narrative techniques including dialogue, description, and pacing to develop a sequence of events in my narrative.
- I can use a variety of transitional words and phrases to manage the sequence of events.
- I can use sensory details to convey experiences and events precisely.
- I can provide a conclusion that follows from the narrated experiences or events.
- I can revise my writing to ensure that it is clear and understandable to the reader.
- I can focus on the organization and development of a topic to reflect the task and purpose.
- I can change word choice and sentence structure in writing to strengthen the piece.
- I can refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.

- I can combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

## Assessments

- **Pre & Formative Assessment**

- Reading Diagnostic
- Quickwrites
- Quizzes

- **Authentic & Summative**

- Extended Writing Task: The Secret Keepers tells about an unusual watch that holds mysterious and frightening power. The reader follows the story through the thoughts, feelings, and experiences of the main character, Reuben. Use your imagination to create the next scene for the story. Change the point of view, telling this part of the story from Reuben's mother's perspective. How is she feeling? What is she noticing about Reuben? What is she wondering about his actions? What will happen when she finally sees or touches the watch? Use details from the text, including mood, character traits, and previous events to help you craft your ending scene.

- Module 1 Benchmark

- Performance Task

- Part 1: In this module you learned that there are many different ways to tell a story. Think of the different kinds of fiction that you have read. Using one of the subgenres discussed in class, compose a narrative about a character that is on a journey to discover something.

Be sure to include:

- Specific characteristics of the subgenre
- A specific setting
- Interesting characters
- A clearly defined set of events for the conflict
- Dialogue that develops the story
- literary devices (flashback, thoughtshot, pacing- Slowing Down Time, foreshadowing)

- Part 2: Now that you've written a story about a character going on a journey to discover something, it's time to think more deeply about your writing.

Write a short reflection (a few paragraphs) about your story. In your reflection, make sure to:

- Include which type of fiction (like fantasy, mystery, or science fiction) you used in your story and why you chose it.
- Explain what writing tools (literary devices) you used, like:
- Give examples from your own story to show how you used those tools.
- Talk about how authors used the same writing tools in the stories we read in class, and

explain how those tools made the stories more exciting or powerful for the reader.

### Teaching and Learning Actions

#### *Instructional Strategies*

#### *Differentiation examples:*

**Academic Vocabulary** - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

**Accountable talk** - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

**Annotation**- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

**Cognates**-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

**Conferencing** - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

**Content Stations** – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.



**Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

**Effective questioning** - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

**Flexible Groupings**- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

**Integration of content areas** - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

**Intentional Use of Technology** – whiteboard presentations and activities available and encouraged for use through HMH.

**Leveled Instruction** – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

**Modeling** - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

**Nonlinguistic representations**- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

**Read-aloud** - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

**Semantic Mapping** -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

**Share the Pen**- A small group strategy where students take turns writing a story, message or sentence.

**SIOP Strategies** - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

**Socratic Seminar** - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

**Student goal setting** - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4)

	<p>allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.</p> <p><b><u>Targeted feedback</u></b> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.</p> <p><b><u>Thumbs Up/Down, “Stop Light”, “Smiley Face”</u></b>- for quick, formative assessment</p> <p><b><u>Think-Pair-Share</u></b>– Turn &amp; Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.</p> <p><b><u>Word wall</u></b> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Differentiation examples:</i></p> <p><b><i>Students with a 504:</i></b>  <i>All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</i></p> <ul style="list-style-type: none"> <li>❖ <i>Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn &amp; Talk to peers, provide sentences frames for response, etc)</i></li> <li>❖ <i>Sentence frames discussions/sharing.</i></li> </ul>	<p>Weeks 1- 2:</p> <p><b>Readings:</b> <a href="#"><u>Percy Jackson "My Mother Teaches Me Bullfighting"</u></a></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>● Analyze the impact of Percy and his mother throughout the course of the text, explaining the relationships or interactions between the two</li> <li>● Explain how a series of scenes fit together to provide the overall structure of the story</li> <li>● Describe how Percy’s point of view influences how events are described, and how that may influence the reader’s interpretation.</li> <li>● Analyze how the setting impacts the narrative structure of the story</li> <li>● Analyze how the author uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ul> <p><b>Vocabulary:</b> barreled, disintegrate, staggered, lumbering, bellowing</p> <p><b>Activity:</b> Entrance/Exit Ticket, review learning targets, introduce the topic, introduce performance task. Anchor Charts: Narrative Structure Anchor Chart, Figurative Language: Sound Devices, Sensory Words/Imagery (anchor chart 26), Quick Writes, Language Dive</p>

- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with \_\_\_\_ because \_\_\_\_\_. Or I do not agree with \_\_\_\_ because \_\_\_\_\_.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words*

### Mini Lesson:

- Analyzing Pacing- Slowing Down Time ([See Sample Lesson Plan](#))
- Thoughtshots (Internal Monologue) ([See Sample Lesson Plan](#))
- Setting ([See Sample Lesson Plan](#))

### Writing:

**Quickwrite 1:** The opening of the text drops the reader in the middle of the action. Consider the author's choice in beginning the text with a raging storm. How does the storm contribute to the advancement of the plot?

Part B: How might the story be different if the setting were described in another way?

**Quickwrite 2:** Consider the literary techniques the author uses to develop the narrative structure of the story.

- A specific setting,
- Interesting characters,
- A clearly defined set of events for the conflict, and
- Dialogue that develops the story

Which of these devices *most* impacts the reader? Be sure to cite evidence from the text to support your ideas.

**Quickwrite 3:** Rick Rodian weaves several examples of thoughtshots throughout Percy's telling of the events in the story. Imagine the information the reader would gain if Percy's mother or Grover were able to share her/his internal thoughts. Select a scene from the story and create a thoughtshot from the perspective of Grover or Percy's Mom.

### Language Dive:

Deconstruct - His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes, and horns—enormous black-and-white horns with points you just couldn't get from an electric sharpener.

Display and read aloud the following chunk: **His neck was a mass of muscle and fur leading up to his enormous head,**

What is this chunk about? Who is the author speaking about? Why is there a comma directly after the word head? If we remove the comma in the sentence, would the sentence still make sense? Why do you think that?

Display and read aloud the following chunk: **which had a snout as long as my arm,**

*in their student workbooks..*

- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*
- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” \_\_\_\_\_ \_ \_ \_ \_.)*
- ❖ *Encourage asking questions for clarity. Provide displayed*

What information is revealed in the appositive phrase? Why do you think the author chose to include this information?

Display and read aloud the following chunk: **snotty nostrils with a gleaming brass ring, cruel black eyes, and horns—enormous black-and-white horns with points you just couldn’t get from an electric sharpener.**

The em dash is used to indicate a long break in your thoughts. Why did the author feel the need to include the em dash? What information is being emphasized with the use of the em dash?

Reconstruct - What other questions can we ask that will help us understand this sentence? What kind of text structure is this sentence? What in the sentence makes you think so?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** MLL and SpED

*Setting*

Substantial: What are some specific details at the beginning of the story that tell you about the setting? What objects or landmarks in the setting are important to the story?

Moderate: What elements of the setting are highlighted and described?

Light: What mood is established by the elements of the setting?

**Foundational Skills (K-5)**

Decoding: Words with /ōō/, /yōō/

**Weeks 3 & 4 Extended Writing**

**Reading:** The Secret Keepers

**Focus:**

- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

*anchor chart of question words with question phrases on it.*

- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

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

#### Extended Writing Task

- Unpack writing task and writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Establish the story's background or situation
- Introduce a narrator and/or characters
- Purposefully arrange events to make the story flow
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases to relay story details
- Use sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events

**Vocabulary:** hastily, gaping, feeble, conviction, extinguished, muffled, beckoned, shudder, faltering, impractical

**Activity:** Entrance/Exit Ticket, review learning targets; pose questions that focus on the author's craft (mood and tone), identify areas for making inferences, introduce plot diagram/structure (exposition, rising action, climax, falling action, resolution); introduce and analyze dialogue, introduce and identify theme, Author's word choice (for example: "I was . . . under it," he muttered, trying, despite the crazy tumult in his mind, to think of an excuse. "I was . . . getting my book out from under it and then I thought I saw something—or, well, I thought I heard something, and then I looked over and thought I saw a person in my closet. . . ." (47)

#### Writing:

**Quickwrite:** In narratives, dialogue plays a pivotal role. It can help develop plot, reveal characters' motivation, create a visceral experience for the reader, and make average stories extraordinary. Reread the exposition from the excerpt of "The Secret Keeper," "While exploring an alley in his neighborhood, 11-year-old Reuben Pedley has found an unusual-looking pocket watch and an old key carefully hidden long ago in a brick wall. Inside the watch's case is the inscription "Property of P. Wm. Light." Reuben has shown it to a watch expert named Mrs. Genevieve, who believes that this is not an ordinary watch for telling time. She's told Reuben that a mysterious



figure known as The Smoke, who secretly rules the city, has been trying to find this watch for many years.”

Create the scene between Reuben and Mrs. Genevieve. Using dialogue, create the possible conversation between Reuben and Mrs. Genevieve. What did they discuss? How did Mrs. Genevieve react when she saw the watch? How did Reuben respond to information regarding the watch? Ensure that your dialogue provides pertinent information for the reader and creates a sense of mystery.

**Extended Writing Task:** The Secret Keepers tells about an unusual watch that holds mysterious and frightening power. The reader follows the story through the thoughts, feelings, and experiences of the main character, Reuben. Use your imagination to create the next scene for the story. Change the point of view, telling this part of the story from Reuben’s mother’s perspective. How is she feeling? What is she noticing about Reuben? What is she wondering about his actions? What will happen when she finally sees or touches the watch? Use details from the text, including mood, character traits, and previous events to help you craft your ending scene.

**Revision Focus:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Revising Mini Lessons- Author’s Craft (Word Choice)**

1. Generating precise words to replace the word *said*. ([See Sample Lesson](#))
2. Generating Precise Words (action words/sensory language)- ([See Sample Lesson](#))

**Language Dive:** “Taking a breath to steady himself—his heart was racing now—Reuben eased the watch’s winding key back up into its setting position and turned the hour hand from one o’ clock to two o’ clock.” (pg. 283)

Deconstruct - This dive presents the opportunity to examine the “ing” suffix. Note the suffix can make verbs “present in action of” or adjectives become describing the motion of a noun.

What is the meaning of this sentence? How does this sentence add to your understanding of the events on page 283?

Display and read aloud the following chunk: **Taking a breath to steady himself—his heart was racing now—**

- Explain the use of the Em dash as a way for the author to take a longer break in his or her thought process

Why do you think the author used Em dashes in this part of the sentence? Can you think of another text that you read where you have seen this technique utilized? Does the use of Em dashes change the tone of the sentence? What would happen if we removed the Em dashes? If we remove the text between the Em dashes, does the sentence still make sense? Why do we think that? Can you identify the figurative language used in this chunk? What is it and what does it mean? Why did the author use this type of figurative language?

Reconstruct - What does this chunk reveal about the author's craft? What does this sentence reveal about the character? What other questions can we ask that will help us understand the sentence? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

#### *Support Word Meaning*

To help students understand the meaning of the Greek word roots, display pictures that illustrate the meaning of each root. Have students say the words.

Point out Spanish cognates such as teléfono for telephone, autógrafo for autograph, and microscopio for microscope.

#### *Reading Comprehension*

Substantial: What is Reuben's mood (page 280)? How can you tell? What makes him want to get home quickly? Why does he drag out the cardboard box (pages 282–283)?

Moderate: Turn to page 280. Ask: How does speaking with Mrs. Genevieve affect Reuben? How does he feel when he gets home and what causes him to feel this way? How might his mother feel if he were to share his adventure with her? .

Light: What causes Reuben to set the watch to a different time? How does the author build suspense as Reuben sets the watch to each hour on the clock?

**Language:** Using commas with introductory words and phrases, names, and in a series; commas with names

#### **Foundational Skills (K-5):**

Decoding: Greek Word Roots



**Spelling:** Words with Greek Roots

**Fluency:** Intonation

Week 5

**Reading:** [Eleven](#) by Sandra Cisneros

**Focus:**

- Analyze how Rachel's point of view influences how events are described, and how that may influence the reader's interpretation.
- Analyze the use of language and word play to manipulate time and manipulate the reader's emotions
- Analyze the effectiveness of the author's use of a circular ending.
- Analyze how events in the text move the plot towards a turning point and resolution
- Determine the theme of a story by examining how the main character responded to challenges

**Vocabulary:** rattling, raggedy, alley, hiccups

**Activity:** Entrance tickets, Character evolution, plot structure, perspective, fast pacing of time, theme. Character Evolution timeline: Break up the story by quotes and have students look for character traits. How does what Rachel says explain the traits of her character?

Questions:

Plot Structure:

1. The events leading up to the turning point are called the rising action. Which events does the author use to build Rachel's frustrations? Is there one specific event that causes her to reach the turning point?
2. The climax is the turning point of the story, the point after which things can never be the same for the setting or characters. Which event most effectively sets up the characters for the turning point of the story?

Scaffolded questions:

- Identify each event that causes Rachel's feelings to escalate, or build.
- Analyze how each event increases Rachel's emotions- which behaviors or comments show that her frustration is building?
- Where does the story change forever? Are there any characters that appear not to have changed?
- In the falling action, or the portion of the story where things start to lead towards resolution, how is Rachel changing?

3. After the climax, the characters will have learned something new, or their behaviors will have changed in some way. In some cases, there may be a storm or disaster that changes both the characters *and/or* the setting. After the turning point in “Eleven,” Rachel wishes to be ‘anything but eleven.’ Why does Rachel make this statement?

#### Circular Ending

4. A circular ending is where the opening is revisited or echoed in the ending of the text. This technique may be used in informational writing, although it is most commonly found in narratives. Notice how the first and last line of the story are very similar. An author often uses this technique to show that either a *lot* has changed in an amount of time, or that *very little* has changed in a period of time.  
Reread the first and last paragraph. Why does the story both begin and end with the narrator’s counting backwards from eleven to one: “you’re eleven, you’re also ten, and nine, and eight . . .”? What is the impact of the author’s use of a circular structure in this narrative?
5. What does Rachel mean in the first paragraph of Eleven when she says “What they don’t understand about birthdays and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don’t. You open your eyes and everything’s just like yesterday, only it’s today. And you don’t feel eleven at all. You feel like you’re still ten.”

#### Perspective

6. Why did the author choose to tell the story through Rachel’s point of view? How would the story have been different if it had been told through Mrs. Price’s point of view?
7. The narrator opens with the statement, “What they don’t understand about birthdays and what they never tell you is that...” Why might the author have chosen for *only* Rachel to be aware of this idea or concept?

#### Analyzing Pacing- Fast Pacing Time

8. Fast pacing involves rushing through events in the story. This type of pacing can increase the tension and suspense in a story, keeping the reader on edge. It is often used to create a sense of urgency and to make the story more dynamic. Reread paragraph 19, what language does the author use to create a sense of tension? Which two sentences

build the greatest sense of Rachel's tension, physically and emotionally?

#### Theme

9. When thinking about the theme of this story, It's important to consider the manner in which characters respond to challenges in the story. Consider the challenges Rachel faced. How does she respond to them? What does this reveal to the reader about the overall message, or theme, of this story? How does this story fit into the overall theme of the module?

#### Writing:

**Quickwrite:** In the short story, "Eleven", by Sandra Cisneros, Rachel has an experience on her eleventh birthday that demonstrates the challenge of growing up. Consider Rachel's we learn about Rachel through her internal dialogue. In what ways do Rachel's reactions demonstrate her multiple "years" of her eleven year-old self? Be sure to include textual evidence to support your interpretation of the age that her actions demonstrate.

**Exit Ticket:** Reread the line, "I put my head down on the desk and bury my face in my stupid clown-sweater arms." Why might the author have elected to describe the sweater as a 'clown sweater?" What purpose does this description serve in the text? How might another choice of words have impacted the reader differently?

**Exit Ticket:** How did Rachel respond when she was forced to admit the sweater was hers? How did having to acknowledge ownership of the sweater affect her feelings about her eleventh birthday/about growing older?

**Language Dive:** "Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one."

Deconstruct: The teacher uses simile to compare layers of an onion, rings in the trunk of a tree that show age, or wooden nesting dolls to compare to the feeling of turning eleven. She suggests that you still feel all of your previous ages inside and underneath your feeling of being eleven.

Why does the author include this description to show how Rachel is feeling about turning eleven?

Reconstruct: Because the way you grow old is like \_\_\_\_\_ or \_\_\_\_\_, *explanation of comparison* \_\_\_\_\_.

Practice & Transfer: Students can write a sentence using a simile about how it feels to be in fifth grade.

**Differentiation:**

Light: Notice how the author plays with time throughout the story. Rewrite a section of the story where you slow down a section that feels frenetic and speedy, *or* speed up a section that feels like time slows down.

Moderate: Retell the story from the point of view of Mrs. Price or Phyllis Lopez. How is their version of the story different? How might they describe the sweater and Rachel's tears?

Substantial: Which examples of descriptive or figurative language are most effective in helping the reader to get inside the mind of Rachel and understand her emotions?

Week 6

**Reading:** The Secret Garden

**Focus:**

- Analyze the actions and thoughts of characters in the text
- Identify the narrator's point of view and explain how the point of view impacts the events in the text
- Identify metaphors and similes and how it impacts the reader
- Analyze the setting using place, time, character's mood and actions in a story

**Vocabulary:** matted, contempt, tendrils, awakening, mysterious; Vocabulary Strategy: antonyms and synonyms

**Activity:** Entrance/Exit Ticket, review learning targets, teacher exemplar of a painted story with literary elements; teach planning (graphic organizer); review plot structure; teach sensory details (show, not tell)

**Writing:**

**Quickwrite:** One important story element we use to understand a fictional story is the setting. The setting tells us where and when the story takes place. It also helps create a certain mood or feeling in the story.

Reread the first five paragraphs of The Secret Garden. Pay close attention to how the author describes the setting.

- What details does the author give about the time and place?
- What kind of mood or feeling does the setting create?

- How do these details help you understand what is happening or how the characters might feel?

Use specific examples from the text to explain your answers.

**Language Dive:** “The sun was shining and a little wind was blowing—not a rough wind, but one which came in delightful little gusts and brought a fresh scent of newly turned earth with it.” (paragraph 2)

“The robin flew from his swinging spray of ivy on to the top of the wall and he opened his beak and sang a loud, lovely trill, merely to show off. Nothing in the world is quite as adorably lovely as a robin when he shows off—and they are nearly always doing it.” (paragraph 5)

Deconstruct - What is the meaning of this sentence? There is one word in this sentence you may not know: gust. Place your finger on gust. What is the translation of gust in our home languages? What in the sentence makes you think so?

Display and read aloud the following chunk:**but one which came in delightful little gusts and brought a fresh scent of newly turned earth with it.**

Identify the adjectives in the sentence. What do they describe? What does the phrase “newly turned” mean? What does it describe? Why does the author describe the wind as “delightful”? What is “it” in this chunk?

Reconstruct - How do you know? What would removing the em dash on do to the meaning of the sentence? What other questions can we ask that will help us understand this sentence? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

Substantial: Reread a selection from the text. Ask students to illustrate the image as they see it. Then, prompt students to identify sensory words to explain what they picture. What lines from the text helped you to create this image?

Moderate: How does the author use figurative language and word play to create the mood of the selection?

Light: Write the conversation between Mary and the Gardener where she describes her discovery of the garden. What thoughtshots might you include

for each character? How do their perspectives differ in understanding the sequence of events?

**Language:** Archaic Verb Phrase: lo and behold (p.115), plural nouns; irregular plurals

**Foundational Skills (K-5)**

Decoding: Words with /ou/, /ô/, /oi/

Spelling: Words with /ou/, /ô/, /oi/

Fluency: Accuracy and Self-Correction

Week 7

**Reading:** Airborn

**Focus:**

- Analyze how the author uses sensory details and figurative language to develop the setting and the characters.
- Analyze how the author uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Analyze how the setting impacts the narrative structure of the story
- Analyze how the illustrations contribute to the meaning of the story
- Analyze the impact of the author's use of the journal passages mixed with narration on the reader's experience.

**Vocabulary:** projected, favorable, densely, versatile, reasonable, delirious, deficiencies, circumnavigation, shunted, provision, stouter, dejected

Prefixes (un-, non-, dis-) Suffixes (-y, -ly, -ly/-ily)

Vocabulary Strategy: Antonyms and Synonyms

**Activity:** Entrance/Exit Ticket, review learning targets; introduce the elements of a fantasy (Magical Forces, World Building, Fantastical Characters, A Dangerous Quest, Mythical Creatures), Author's Craft- Word Choice (figurative language & sensory details) Anchor Chart: Elements of Descriptive Writing

- Chunk 1 (pgs. 86-89): Sensory details are descriptive words used within a piece of writing to evoke a mental image and/or sensation for the reader. When a writer uses rich, descriptive language that appeals to the reader's five senses, it transports them into the scene. Not only does this help the reader become more engaged with the text, but it also increases their comprehension.

1. Reread paragraphs 2-3. Consider how Kenneth Oppel communicates a sense of mystery in paragraphs 2-3. What words or phrases does the author use to create this sense of mystery?
2. How does the author, Kenneth Oppel use language to reveal the individual perspectives of Matt and Benjamin Molloy?
  - Chunk 2 (pgs. 90-96): Consider the shift in the language between journal entries. What is this change suggesting about Molloy?
  - Chunk 3: 97-104- What does the conversation between Kate and Matt (paragraphs 56-112) reveal about the two characters?

After Reading the Entire Text Questions:

How does the incorporation of the volcano's eruption contribute to the plot?

Which event in the passage is the turning point that changes Matt Cruse's attitude about the validity of Molloy's journal entries?

Analyze the techniques and literary devices that the author used to describe the characters' journey. Which ones were most effective in creating an immersive world for the reader? Cite evidence from the text to support your ideas.

**Writing:**

**Quick Write 1:** In the fantasy genre, one crucial component is the creation of a new world through imaginative ideas and a detailed backstory. This world building is essential for making the world believable and keeping the audience interested. How does the author use descriptive language to create an immersive setting that captivates the reader?

Which elements of the new world are most effective in immersing the reader?

**Quickwrite 2:** At the end of the selection in *Airborn*, Kate and Matt plan to search the area where her grandfather supposedly saw the creatures. Imagine you are Kate or Matt, write a journal entry illustrating your adventure while searching for the flying creatures. Be sure to mimic Kate's grandfather's style of journaling.

**Revising Mini Lessons- Sensory Details**

Since words have specific meanings, and since one's choice of words can affect feelings, a writer's choice of words can have great impact in a literary work. Reread paragraph 2 of *Airborn*. Which sensory details did the author include in the paragraph. How do these details help establish the setting?

**Peer Conference:**

1. Identify an area in your peer's journal entry that includes descriptive language to create a setting that captivates the reader and aligns to the details in Airborn.
2. Identify an area in your peer's journal entry that might benefit from the use of sensory language.
3. Where in the journal entry is there a need to expand an idea or description?
4. Where in the journal entry is there a need to combine or reduce sentences to make the idea clearer?

**Language Dive:** "The object wobbled in the air and seemed to enlarge, even as it fell past me." (Pg. 98, paragraph 30)

"On other trips we sometimes made stops, but this was a direct passage, so everyone had to content themselves with peering down at the lush foliage and hearing the shriek of macaws and spider monkeys and toucans and cockatoos; the heady scent of the islands' flowers reached us even at a hundred feet." (pg. 102, paragraph 48)

Deconstruct - What is the meaning of this sentence? There are a few words in this sentence you may not know: content, peering, and foliage. Place your finger on content. (peering and foliage) What is the translation of content in our home languages? What in the sentence makes you think so?

What do you think the shrieks of macaws, spider monkeys, toucans, and cockatoos sound like? Demonstrate the sounds. What are synonyms for the word shriek? The conjunction "and" is repeated several times. Can the sentence be rewritten without the use of the conjunction and still make sense? What can we replace the "and" with? What does the author mean by "everyone had to content themselves"? What is a heady scent? Why does the author describe the scent of the island this way?

Explain the use of semicolons and commas in this sentence.

Reconstruct - What other questions can we ask that will help us understand this sentence? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

Substantial Are the journal entries believable, in the world the author has created? Why or why not?



Moderate How does the author describe each of the two settings in the story? Which of these settings is more effective in immersing the reader?

Light Review the author's word play in building excitement and suspense for the reader. How might the mood of this text be different if other language were used? Rewrite the first two paragraphs using different figurative language or word play to create a different mood for the reader.

**Language:** Commas in sentences; common and proper nouns

### **Foundational Skills (K-5)**

**Spelling:** Words with Greek Roots

**Fluency:** Intonation

Week 8

### **Focus:** Performance Task

- Establish the story's background or situation
- Introduce a narrator and/or characters
- Purposefully arrange events to make the story flow
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases to relay story details
- Use sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events
- Change word choice and sentence structure in writing to strengthen the piece
- Identify sentences in writing that need revision
- Revise writing by expanding, combining, and reducing sentences

### **Activity:**

Break down and annotate the prompt- put in your own words what you are being asked to do, Chalk talk: ideas for narratives, mapping out key scenes for a narrative, preparing sensory details and descriptive language, analyze sequence of events, [revisit dialogue rules](#), revise for clarity

Writing in third person, revisit quote sandwich, providing commentary for citations

### **Writing:**

Performance Task Part 1: In this module you learned that there are many

different ways to tell a story. Think of the different kinds of fiction that you have read. Using one of the subgenres discussed in class, compose a narrative about a character that is on a journey to discover something.

Be sure to include:

- Specific characteristics of the subgenre
- A specific setting
- Interesting characters
- A clearly defined set of events for the conflict
- Dialogue that develops the story
- literary devices (flashback, thoughtshot, pacing- Slowing Down Time, foreshadowing)

Performance Task Part 2: Now that you've written a story about a character going on a journey to discover something, it's time to think more deeply about your writing.

Write a short reflection (a few paragraphs) about your story. In your reflection, make sure to:

- Include which type of fiction (like fantasy, mystery, or science fiction) you used in your story and why you chose it.
- Explain what writing tools (literary devices) you used, like:
- Give examples from your own story to show how you used those tools.
- Talk about how authors used the same writing tools in the stories we read in class, and explain how those tools made the stories more exciting or powerful for the reader.

### **Revising Mini Lessons**

#### **Defining events and conflict**

When writing a narrative, a clear set of events should lead to the conflict of the story. In order to ensure that our stories build to the problem or conflict, we must first establish the conflict and which characters are directly involved in the conflict.

Once we have this established, it's important to understand what events lead up to the conflict and it's resolution.

Start by listing your conflict and working backwards- what has to happen directly *before* the conflict is revealed in the story?

Which events connect the conflict to the exposition, or introduction of the story?

#### **Ensuring a strong ending**

	<p>In a story, it can be tempting to close it up quickly, leading to endings where the Army or the Police saves the day, Mom calls everyone to come home, or everyone goes to sleep. Unfortunately, these endings aren't very strong and are very predictable. In order to write a strong ending, it is important to consider the purpose of your story.</p> <p>As you reread your narrative, ask yourself, what would I hope to see happen if this were a book I was reading or a movie I was watching?</p> <p>Think back to what we learned about circular endings when we read "Eleven." Another way we can end a story strongly is by using an exchange of dialogue to reflect on the journey, lesson or experience, or to allow characters to come together.</p> <p>Another way to effectively end a narrative is with a cliffhanger, like we saw in "My Mother Teaches Me Bullfighting." This is a suggestion of what might be to come if the story were to continue.</p> <p>Read your story over with a partner, and discuss ideas about what feels best for the ending to your story. Is the ending you have effective as is? Where can you strengthen your word choice or character development in your ending? Should you try out one of these strategies?</p>
Experiences (virtual and live field trips)	<p><a href="#">Museum of the Moving Image</a></p> <p><a href="#">NJ Motion Picture &amp; Television Commission</a></p> <p><a href="#">Planet Word Museum</a>, Washington, DC</p>
Resources	
<p><b>Additional Writing Opportunities (Alternative):</b></p> <p>NEWSLA  <a href="https://newsela.com/content/browse/browse-home">https://newsela.com/content/browse/browse-home</a></p> <p>BrainPOP  <a href="https://www.brainpop.com/search/?keyword=genre">https://www.brainpop.com/search/?keyword=genre</a></p> <p>Reading Plus  <a href="https://educator.readingplus.com/">https://educator.readingplus.com/</a></p> <p>Hmhco.com website  <a href="https://www.hmhco.com/ui/login/">https://www.hmhco.com/ui/login/</a></p> <p>GetEpic Books: Audiobook : Tell me a story  Jeremy and the Fantastic Flying Machine</p>	
Pacing/ Time Frame:	8 Weeks



Module 2		Grade(s)	5
Unit Plan Title:	Natural Disasters		
Overview/Rationale			
<p>This module will expose students to a variety of natural disasters. Students will learn the characteristics of a natural disaster and its impact on people and places. They will focus on how these events begin and what happens when they occur. Students will analyze how the narrator’s point of view influences how events are described in a text. For the performance task students will think back to what they have learned in the module and write an editorial explaining what needs to be done to keep people safe in a natural disaster.</p>			
New Jersey Student Learning Standards: ELA			
<b>Language Domain</b>			
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.			
<ul style="list-style-type: none"><li>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</li><li>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</li><li>C. Ensure agreement between subject and verb and between pronoun and antecedent.</li><li>D. Distinguish between frequently confused words.</li><li>E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.</li><li>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.</li><li>G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).</li><li>H. Spell grade appropriate words correctly, consulting references as needed.</li></ul>			
L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<ul style="list-style-type: none"><li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li><li>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li></ul>			
L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
<ul style="list-style-type: none"><li>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li><li>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.</li></ul>			

## **Reading Domain**

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

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

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

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

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

## **Writing Domain**

W.AW.5.1. 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 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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.

SL.PI.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.

## Career Readiness, Life Literacies, and Key Skills

- There are ways to keep the things we value safely at home and other places.
- Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- Specific situations require the use of relevant sources of information.
- Information is shared or conveyed in a variety of formats and sources.
- Digital tools have a purpose.
- Individuals from different cultures may have different points of view and experiences.
- Digital tools can be used to display data in various ways
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital identities must be managed in order to create a positive digital footprint.
- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

<p>Technology/Computer Science and Design Thinking</p> <ul style="list-style-type: none"> <li>• Different digital tools have different purposes.</li> <li>• Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> <li>• Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.</li> <li>• Specific situations require the use of relevant sources of information</li> </ul>	<p>Interdisciplinary Standards</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families</p>
<p>Essential Question(s)</p> <p>How do natural disasters affect people and communities?</p> <p>How should people respond to natural disasters?</p> <p>How do you prepare for a natural disaster?</p> <p>How does knowledge of an audience shape the writer's decisions in presenting an opinion?</p>	
<p>Enduring Understandings</p> <p>Authors use valid reasoning and factual evidence to convince a reader to take a certain action.</p> <p>Knowledge of an audience helps the writer support their claim.</p> <p>Natural disasters have an impact on the community.</p>	

- I can cite direct evidence and make relevant connections to support analysis of the text.
- I can use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- I can explain how the author supports main ideas in informational text with key details
- I can determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- I can identify word meanings, including figurative, word relationships and nuances in word meanings in context.
- I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- I can compare and contrast multiple accounts of the same event or topic, noting important similarities and differences.
- I can organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose
- I can logically order reasons that are supported by facts and details and quote directly from text when appropriate
- I can link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- I can change word choice and sentence structure in writing to strengthen the piece and employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)



- I can gather information from multiple sources to support a topic and select relevant information from texts to support main ideas or claims

## Assessments

- **Pre & Formative Assessment**

- Reading Diagnostic
- Quickwrites
- Quizzes

- **Authentic & Summative**

- Extended Writing- In “Eruption! Volcanoes and the Science of Saving Lives” the narrator indicates that “scientists had to predict the unpredictable. The consequences—a costly false evacuation or tragic loss of life—weighed heavily on their minds and their hearts.” Based on the information you gained from “Each Volcano Has Unique Warning Signs that Eruption Is Imminent” and “How Not To Stop a Volcano,” was the decision to evacuate difficult for the volcanologist to make? Use evidence from the texts to support your response.
- Module 3 Benchmark
- Performance Task- Think back on what you learned about staying safe in natural disasters. Is your school or community ready for a natural disaster? What more could be done to prepare? Choose one natural disaster that you learned about in the module. Write an essay stating what you think needs to be done to ensure that your school and community stays safe during a natural disaster. Support your opinion with evidence from both the texts and videos.

## Teaching and Learning Actions

### Instructional Strategies

**Academic Vocabulary** - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

**Accountable talk** - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

**Adapting to learning styles/multiple intelligences** – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

**Annotation**- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to

specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

**Cognates**-Using Cognates for words in ELL's native language

**Conferencing** - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

**Content Stations** – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

**Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

**Effective questioning** - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

**Flexible Groupings**- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

**Integration of content areas** - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

**Intentional Use of Technology** – whiteboard presentations and activities available and encouraged for use through HMH.

**Leveled Instruction** – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

**Modeling** - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

**Read-aloud** - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

**Semantic Mapping** -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

**Share the Pen**- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

**SloP Strategies** - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment.

Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

**Socratic Seminar** - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

**Student goal setting** - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

**Targeted feedback** - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

**Thumbs Up/Down, "Stop Light", "Smiley Face"**- for quick, formative assessment

**Think-Pair-Share**- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch.

**Word wall** - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T, SE, and ELL Differentiation

*Differentiation examples:*

***Students with a 504:***

*All modifications and health concerns listed in his/her 504 plan MUST be adhered to.*

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with \_\_\_\_ because*

**Week 1**

**Reading:**

1. [Each volcano has unique warning signs that eruption is imminent](#) (Newsela)
2. [Mauna Loa Roars Back to Life](#) (video) ([transcript](#))
3. [Eruption! Volcanoes and the Science of Saving Lives](#)

**Focus:**

- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Determine the impact of the structure on text meaning
- Summarize the key points of a text and evaluate which details most strongly support the main idea
- Explain how the author supports main ideas in informational text with key details
- Evaluate factors that lead to the scientists' decision whether or not to evacuate
- Analyze the variety of problems caused by an erupting volcano and the various solutions scientists have used to attempt solutions.
- Evaluate the difficulty of making the decision whether or not to call for evacuation

**Vocabulary:**

Each Volcano has unique warning signs: burbling, spew, mercilessly, frequency, elevation, seismometer

Eruption: widespread, conferring, consequences, evacuation, alarming, victim, seismographs, reservoir, dormancy

Multiple-Meaning Words: plume, trigger, lift, raged

**Activity:** Entrance/Exit Ticket, "Natural Disasters" semantic map to track gained knowledge after each reading, close-read paragraph 20 "Volcanoes...close-read "Andy woke... the sky right above them." (paragraphs 34-38); focus on the imagery on page using Sketch to Stretch, identify and analyze imagery; impact of dialogue on pages 190-191, virtual debate/ written conversation: which factor or event had the greatest impact on the scientists' decision to evacuate? Mini Lesson on Reading Sidebars and captions

**Writing:**

**Quickwrite** Reread pages 188-189 of "Eruption," what impact do these sidebars and captions have on the reader's understanding of the text? Which one is most powerful in enhancing the reader's experience?

\_\_\_\_\_. Or I do not agree with \_\_\_\_\_ because \_\_\_\_\_.

- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with

Exit Ticket: Reread paragraph 69. Why might the author have included the details about the destruction of equipment? What impact does this detail have on the reader?

**Language Dive:** “But it could all just peter out to nothing. The scientists had to predict the unpredictable. The consequences—a costly false evacuation or tragic loss of life—weighed heavily on their minds and their hearts.” (Eruption! Volcanoes and the Science of Saving Lives, paragraph 20)

Deconstruct - What is the meaning of this sentence? What part of speech is the word “peter”? What does “peter out” mean? How do you know? What words can we replace “peter out”? Does the sentence still make sense? How can we write this sentence in our words

### **a costly false evacuation or tragic loss of life**

Why does the author choose to include this chunk in the sentence? How does it add to your understanding of the sentence?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading or previous language dive? Where? Now what do you think is the meaning of this sentence? Did this meaning change from what you thought at the beginning of the Language Dive? How?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

### **Differentiation:** ELL Support and SpED

*Substantial* Read aloud a section of the text where the author uses figurative language or sensory details. Have students complete sentence frames, such as:

The title of this text

is \_\_\_\_\_. I see photos of \_\_\_\_\_. I predict this text is about

\_\_\_\_\_. Ask students to point out key details using these frames: I learned that a volcano in \_\_\_\_\_.

erupted. People had to \_\_\_\_\_ when the volcano was about to erupt.

*Moderate* Have students identify examples of figurative language or sensory details. Have students say a prediction to a partner and then check it after they are finished with the selection. Ask students to use sentence frames to summarize details: Eruption! is mostly about \_\_\_\_\_. When the volcano erupted, \_\_\_\_\_.

*Light* Have students write a paragraph explaining how the author’s choice of words helped express the main idea of the text. Encourage students to respond



them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." \_\_\_\_\_ \_ \_ \_.)

- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

in complete sentences. Students should use newly acquired vocabulary in their responses. Ask students to share key details about the narrative. Supply frames such as: The most important details about this volcanic eruption are \_\_\_\_\_.

**Language:** Direct and Indirect Objects

### **Foundational Skills (K-5)**

Decoding: r-Controlled

Vowels /ûr/, /îr/

Spelling: Words with /ûr/, /îr/

Fluency: Expression

Week 2

Reading: [How Not To Stop a Volcano](#) &  
Extended Writing Task

### **Focus:**

#### How Not To Stop a Volcano

- Synthesize information from two or more texts on the same topic
- Analyze how the texts describe volcanic eruptions differently
- Explain how the perspective and audience of each text impacts the way information is shared with the reader
- Analyze what factors would influence decision making around calls to evacuate an area at risk for volcanic eruption
- Analyze the variety of problems caused by an erupting volcano and the various solutions scientists have used to attempt solutions.
- Evaluate the best course of action when scientists are faced with the possibility of a volcanic eruption in a populated area
- Explain the impact of the included image on the reader
- Analyze the purpose of the description of the dangers of hot ash in the introduction

#### Extended Writing Task

- Select a point of view and claim for writing
- Plan a written argument using a note-taking structure
- Prepare a series of reasons or key details and ideas to support a selected claim
- Select, evaluate and explain how various text evidence supports key details of a given or selected claim
- 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.
- Generate a conclusion that clearly wraps up the ideas presented



**Vocabulary:**

How Not to Stop a Volcano: suffocate, clog, redirect, detonation

**Activity:** Entrance/Exit Ticket, review learning targets, timeline of events, compare and contrast methods of stopping or preventing volcanic eruption, use a note-taking structure to chart information, discuss how text evidence supports an idea or claim, [peer critique](#) protocol for clarity. Mini Lesson: Perspective in Informational Text:

**Writing**

Exit Ticket: Consider the texts you have read about volcanoes. What data, or information, must be collected about volcanoes prior to making a decision about evacuation?

Exit Ticket: When the recommendation is made to evacuate in preparation for volcanic eruption, some people choose to stay behind. What are some reasons they might elect to stay despite the risks?

**Quickwrite:** Based on the texts, is it better to find a way to stop volcanoes from erupting, or to prepare residents to evacuate when a volcano is at risk for eruption? Cite evidence from at least two of the module texts, including the video, to support your response.

**Extended Writing-** In “Eruption! Volcanoes and the Science of Saving Lives” the narrator indicates that “scientists had to predict the unpredictable. The consequences—a costly false evacuation or tragic loss of life—weighed heavily on their minds and their hearts.” Based on the information you gained from “Each Volcano Has Unique Warning Signs that Eruption Is Imminent” and “How Not To Stop a Volcano,” was the decision to evacuate difficult for the volcanologist to make? Use evidence from the texts to support your response.

**Language Dive**

“They hoped explosions from bombs could collapse the lava tubes (the places where lava flows inside of a hardened laval shell), as well as channels where the lava flowed “(4).

Meaning: The sentence describes how scientists hoped that using bombs would diffuse a potential volcanic eruption.

Deconstruct: The sentence uses parentheses to add information that clarifies the sentence. In this case, it provides background information about lava tubes.

Practice and Transfer: Students should write a sentence describing, and providing the definition, of one of the other terms they have learned while studying volcanic eruptions using parenthesis.

**Differentiation**

Light: Using the three texts studied about volcanic eruptions, consider carefully what you have learned about preparing for a potential volcanic eruption.

According to the texts, is it better to study one volcano intensely, or to study several different volcanoes? Cite evidence from at least two texts to support your ideas.

Moderate: How do scientists use the ‘past behavior’ of a volcano to predict its future eruptions? How might scientists use this information to select a method of trying to stop the volcano from erupting?

Substantial: Explain the author’s description of volcanoes having ‘personality,’ What does the author mean by this statement and why might they have chosen to include it?

In paragraph 3, the author discusses sibling rivalry. Why might they have included this information? How does it enhance the reader’s understanding of the text?

Weeks 3-4

**Readings:**

1. Hurricanes: the Science Behind Killer Storms
2. [Hurricane Safety Tips, explained](#)
3. [Stories from Hurricane Survivors](#)

**Focus:**

Hurricanes: the Science Behind Killer Storms

- Explain how the author supports main ideas in informational text with key details
- Synthesize information from two or more texts on the same topic
- Analyze how hurricanes impact land and people differently than volcanic eruption
- Explain how the perspective and audience of each text impacts the way information is shared with the reader
- Analyze what factors would influence decision making around calls to evacuate an area at risk for experiencing a hurricane
- Analyze the impact of author’s word choice on the reader
- Analyze how the structure of the text, including text features and sections of the text, support the overall purpose and impact on the reader

Hurricane Safety Tips, explained & Stories from Hurricane Survivors

- Compare and contrast the information shared by survivors with the information shared by scientists in “Hurricane Safety Tips, explained”
- Analyze what information the survivors would have benefitted from, based on the article
- Compare and contrast how information is shared in the two texts, taking into account intended audience and point of view
- Analyze how images enhance the reader’s experience and understanding of the text
- Analyze the purpose of nonfiction narrative in helping the reader to understand the impact of a natural disaster

**Vocabulary:** track, eventually, regions, category, mobile, anchored, foundations, surge, severe, go-bag, brunt, purification

Vocabulary Strategy: Antonyms and Synonyms (cyclone/hurricane/typhoon, warm/cool, clockwise/counterclockwise, big/small, tornado/twister, inside/outside)

**Activity:** Entrance/Exit Ticket, review learning targets, how to cite evidence from text features, evaluating and discussing evidence, Final Word protocol- what is the most dangerous aspect of hurricanes? Mini Lesson: Selecting evidence to support an idea. Compare and contrast across two texts on similar topics, use informational text to support narrative writing, infer the topic using photos of [Hurricane Odile](#) *before reading*,

### **Writing**

#### **Week 1:**

Exit ticket: In paragraph 14, the author discusses the name of a hurricane that has been retired. Why might the author have included this example?

Exit ticket: Consider what you have read about volcanic eruptions and about hurricanes. In which case would it be more challenging for scientists to make decisions about evacuation orders? Use evidence from at least two texts to support your ideas.

**Quickwrite:** In *Hurricanes*, you learned how hurricanes form, the types of damage they can cause, and ways people can prepare for these storms. A Category 2 hurricane is reported for your neighborhood. Using details and evidence from the text, write a weather report telling your family what kind of effects they can expect the Category 2 storm to cause and what they should do to stay safe.

#### **Week 2:**

Exit Ticket: Why is communication so important during a storm or other natural disaster? What makes communication in these situations effective?

Exit Ticket: When it comes to preparation for a hurricane, what is the importance of understanding the intensity of the storm?

**Quickwrite:** Consider the texts “Hurricane Safety Tips, explained” and “Stories from Hurricane Survivors.” Based on the two articles, which of the survivors were most and least prepared? Cite evidence from both texts to support your response.

**Language Dive Week 1:** “The strong winds draw up more heat and water vapor from the ocean surface, feeding the storm.” pg.222

“The strongest winds blow around the edge of the eye, called the eyewall. Bands of thick clouds, called rainbands, swirl outward around the eyewall. As the storm moves, the area that was below the eye suddenly gets stormy again.”  
pg.222

Deconstruct - What is the meaning of this sentence? There is a word in this sentence that you may not know: eyewall. Place your finger on the word eyewall. What two words make up this compound word? Are there clues in the sentence that help you to determine the meaning of eyewall? What are they? What part of speech is the word eyewall? How do you know?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Language Dive Week 2:** The extent of a hurricane’s destruction stems from the intensity of the storm, as well as a number of other factors, including the effectiveness of advance warnings, the presence of defensive structures like seawalls or mangroves, and the structures in the area.

Meaning- This sentence describes several factors that impact the intensity of a hurricane.

Deconstruct- This sentence uses commas to offset a series

Practice and Transfer- Students can write a sentence about the various dangers of hurricanes, using a comma series

**Differentiation:** ELL Support and SpED

*Substantial* Prepare students to discuss their answers to this question: How does this book remind me of something I have experienced? Does the selection give facts or are they made up? How can you tell? Guide students to form questions about the text. Looking at the picture on page 221, ask: Do you think that storm is in stage one, two, three, or four? Ask students to respond by saying I agree or I disagree.

Create a list of tips to prepare for a hurricane, and back up each suggestion with information from “Hurricane Safety Tips, explained”

*Moderate* Have students answer : Do the selections give facts or are they made up? How can you tell? What types of visuals do the selections include? What do these visuals have that story illustrations do not? Ask students questions to confirm their understanding of the text and its language. Help them expand

simple questions into more complex questions. Ask: Which of the four hurricane stages listed in paragraph 4 do you think the picture represents? Have students state whether they agree or disagree with one another.

Which of these safety tips is most important, based on what you read from the various survivors?

*Light* How does the author keep you interested in the topic? How do the graphics help you understand the text? Encourage students to express opinions in their discussions. Have students share observations about the picture on page 221. Ask: What stage do you think the storm was in when the picture was taken? Should the person in the vehicle have been driving at that time? Why or why not?

Consider what the survivors would say about a volcanic eruption. Look back at one or more of the texts about volcanoes and create an email exchange with at least two messages each, between two of the survivors discussing a volcano.

**Language:** conjunctions

### **Foundational Skills (K-5)**

Spelling :VCCV Syllable Division Pattern, Words with -ed or -ing

Fluency :Accuracy and Self-Correction

Weeks 5-6

### **Reading:**

1. [Earthquake Safety Tips- Disaster Dodgers Video](#)
2. [Between the Glacier and the Sea: The Alaska Earthquake](#) (video),
3. Quaking Earth, Racing Waves

### **Focus:**

- Synthesize information from two or more texts on the same topic
- Analyze how earthquakes and tsunamis impact the people and land where they strike
- Explain how scientists can predict earthquakes and help people to prepare for their occurrence
- Analyze the factors that affect decision making about preparation for earthquakes and tsunamis
- Analyze how the structure of the text impacts the reader's understanding

Vocabulary: thrust, modified, lateral, triggered, radiate

Activity: Entrance/Exit Ticket, review learning targets, introduce the topic, introduce performance task, [Poster Session protocol](#)- preparing for Earthquakes and Tsunamis, using and citing evidence from multiple sources

Mini lesson: Citing evidence from multiple sources

**Writing:**

Exit ticket: What safety tips would be useful in planning for all three types of disasters studied: volcanic eruptions, hurricanes, and earthquakes and tsunamis?

Quickwrite: How is the research around earthquake preparation similar and different to the preparation and research around volcanic eruptions and hurricanes? What challenges do scientists still face that is similar to planning for all three natural disasters?

**Language Dive:**

“Scientists know a lot about earthquakes after they happen, but they can’t predict what hour, day, year, or even decade an earthquake will hit” (Young, 6).

Meaning: This sentence uses commas in a series to demonstrate the starkness about how difficult it is for scientists to predict the timing of an earthquake.

Deconstruct: What other information is not understood about earthquakes that could be listed in a similar structure using a comma series?

Practice and Transfer: Students should write a sentence using a comma series to describe information about earthquakes or preparation for safety during and after an earthquake.

**Differentiation**

Substantial: Map out the timeline of the earthquake and subsequent tsunami- how were scientists able to predict the coming disasters?

Moderate: Based on the texts, what would be the most important course of action if an area noticed higher than usual sea levels and had a history of earthquakes?

Light: Why is it important for scientists to study not only the natural disasters themselves, but also the land and people affected by them?

Week 7

**Reading:**

1. [Preparing for a Natural Disaster](#)
2. [The Importance of Being Prepared for a Natural Disaster](#)

**Focus:**

- Reading texts closely, synthesizing with previously read information
- Synthesize information from several texts read in this module
- Analyze the factors that affect decision making about preparation for natural disasters

- Determine the impact of the structure on text meaning
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Summarize a written text read aloud or information presented in multiple formats

**Vocabulary:** meteorologist, stressed, disrupted, brochure, evacuate, vulnerable, reluctant, complications, emerged, coalitions

**Activity:** Entrance/Exit Ticket, review learning targets, preview performance task prompt, Rank Talk Write protocol: what is the most important reason for being prepared in the event of a natural disaster?,

**Writing:**

Exit Ticket: Based on *The Importance of Being Prepared for a Natural Disaster*, why might it be challenging for some people to evacuate their homes during an emergency situation?

**Quick Write:** In *Preparing for a Natural Disaster* you learned about what the character's family did to prepare for natural disaster. Using information from the *The Importance of Being Prepared for a Natural Disaster*, what is one critical advice you would share with a family member on how to be prepared for an emergency?

**Language Dive**

"I'm glad that I was forced to leave," said Ms. Simmons, who was near tears as she recalled the day. "I could hear propane tanks exploding as I drove away."

**Meaning:** This sentence demonstrates the use of an internal dialogue tag. This same structure can be used to join two small pieces of text evidence from the same text.

**Reconstruct:** Students should join two pieces of evidence using a similar structure as they write about the importance of preparedness.

**Differentiation:** ELL Support and SpED

*Substantial* Draw a simple house and show me where the foundation would be. Display a sentence frame and ideas to support discussion: One natural disaster that can put people at risk of injury is \_\_\_\_\_. People can stay safe during this natural disaster by \_\_\_\_\_. Help students learn the names of common natural hazards by showing photos of the hazard or its effects. Have students practice the new vocabulary with the sentence frame: A \_\_\_\_\_ is a natural hazard. Read both letters to the students. Talk about if they have



experienced a natural disaster. They may draw a picture to explain their experience.

*Moderate* If a storm surge is coming, what should people do? Ask questions, such as: What do you know about earthquakes? What do you know about volcanoes? How can learning about natural disasters make us safer? Ask students questions to confirm their understanding of the text and its language. Help them expand simple answers into sentences. Read the two letters with the students. Ask: What happened in the student's life to get her interested in learning more about disasters? Do you think this was the right person to contact? Why?

*Light* Ask students: Why do you think it is important to learn about natural hazards? Encourage students to use new vocabulary in their discussions. Have students read the two letters independently. Ask: Which areas of science would you like to learn more about? Have them write a letter to a scientist explaining why they would like to learn more.

**Language:** Compound Sentences, complex sentences, dependent/independent clauses

**Foundational Skills (K-5)**

Decoding: r-controlled vowels

Spelling: Words with /ur/ir/

Fluency: Expression, self correction

Week 8

**Performance Task**

**Focus:**

- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose
- Logically order reasons that are supported by facts and details
- Quote directly from text
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a conclusion or section related to the opinion presented

	<p><b>Activity:</b> Review performance task prompt, planning writing, gathering evidence, preparing to explain evidence, review quote sandwich, <a href="#">peer critique</a>, praise question suggestion protocol, self evaluation with student-friendly rubric.</p> <p><b>Revision Mini Lesson:</b> Strategies to revise for clarity</p> <p><b>Writing:</b></p> <p>Performance Task- Think back on what you learned about staying safe in natural disasters. Is your school or community ready for a natural disaster? What more could be done to prepare? Choose one natural disaster that you learned about in the module. Write an essay stating what you think needs to be done to ensure that your school and community stays safe during a natural disaster. Support your opinion with evidence from both the texts and videos.</p>
Experiences (virtual and live field trips)	<a href="#">Virtual tour of Hawaii Volcanoes National Park</a>
Resources	
<p><b>Additional Writing Opportunities (Alternative)</b></p> <p>In “Eruption! Volcanoes and the Science of Saving Lives” the narrator indicates that “scientists had to predict the unpredictable. The consequences—a costly false evacuation or tragic loss of life—weighed heavily on their minds and their hearts.” Based on the information you gained from the narrative, was the decision to evacuate difficult to make? Why or Why not? Use evidence from the text to support your response.</p> <p>NEWSELA</p> <p><a href="https://newsela.com/read/elem-kids-help-after-hurricanes/id/34898/?collection_id=339">https://newsela.com/read/elem-kids-help-after-hurricanes/id/34898/?collection_id=339</a></p> <p><a href="https://newsela.com/read/big-sur-rockslide/id/31067/?collection_id=339">https://newsela.com/read/big-sur-rockslide/id/31067/?collection_id=339</a></p> <p><a href="https://newsela.com/read/lib-galveston-hurricane-texas-1900/id/51506/?collection_id=339">https://newsela.com/read/lib-galveston-hurricane-texas-1900/id/51506/?collection_id=339</a></p> <p><a href="https://newsela.com/read/lib-galveston-hurricane-texas-1900/id/51506/?collection_id=339">https://newsela.com/read/lib-galveston-hurricane-texas-1900/id/51506/?collection_id=339</a></p> <p>BrainPOP</p> <p><a href="https://www.brainpop.com/science/earthsystem/naturaldisasters/">https://www.brainpop.com/science/earthsystem/naturaldisasters/</a></p> <p><a href="https://www.brainpop.com/science/earthsystem/volcanoes/">https://www.brainpop.com/science/earthsystem/volcanoes/</a></p> <p><a href="https://www.brainpop.com/science/weather/hurricanes/">https://www.brainpop.com/science/weather/hurricanes/</a></p> <p><a href="https://www.brainpop.com/science/weather/tornadoes/">https://www.brainpop.com/science/weather/tornadoes/</a></p> <p>Hmhco.com website</p> <p><a href="https://www.hmhco.com/ui/login/">https://www.hmhco.com/ui/login/</a></p> <p>GetEpic</p> <p>I Survived... (series of audio books)</p>	
Pacing/ Time Frame:	8 weeks

Module 3	Grade(s) 5
Unit Plan Title:	A New Home: Human Migration
Overview/Rationale	
<p>Students explore the topic of human migration and the reasons people migrate. They study how social, political, economic and environmental issues contribute to decisions to relocate. Students read the stories of immigrant youth and examine their experiences with identity, belonging, discrimination, self-expression, and heritage. As well as build their knowledge about westward expansion, with a focus on the informational text genre.</p>	
New Jersey Student Learning Standards: ELA	
<p><b>Language Domain</b></p> <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> <p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> <li>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</li> <li>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</li> <li>C. Ensure agreement between subject and verb and between pronoun and antecedent.</li> <li>D. Distinguish between frequently confused words.</li> <li>E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.</li> <li>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.</li> <li>G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).</li> <li>H. Spell grade appropriate words correctly, consulting references as needed.</li> </ul> <p>L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.</p>	

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

L.VI.5.3. 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.

### **Reading Domain**

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

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

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

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

### **Writing Domain**

W.IW.5.2. 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 aid in 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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking & Listening Domain**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.

#### Career Readiness, Life Literacies, and Key Skills

- Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk
- individuals from different culture may have different points of view and experiences
- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
- Specific situations require the use of relevant sources of information.
- Information is shared or conveyed in a variety of formats and sources.
- Digital tools have a purpose.
- Individuals from different cultures may have different points of view and experiences.
- Digital tools can be used to display data in various ways
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital identities must be managed in order to create a positive digital footprint.
- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
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#### Technology/Computer Science and Design Thinking

- Different digital tools have different purposes.

#### Interdisciplinary Standards

6.1.4.C.1 Economics, Innovation, and Technology Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals'

- Collaborating digitally as a team can often develop a better artifact than an individual working alone.
- Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
- Specific situations require the use of relevant sources of information

decisions, including ones made in their communities.

6.1.4.C.2 Economics, Innovation, and Technology Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.P.D.1 History, Culture, and Perspectives Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 History, Culture, and Perspectives Demonstrate an understanding of family roles and traditions.

6.1.P.D.3 History, Culture, and Perspectives Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 History, Culture, and Perspectives Learn about and respect other cultures within the classroom and community

6.1.4.D.3 History, Culture, and Perspectives Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.13 History, Culture, and Perspectives Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.15 History, Culture, and Perspectives Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.16 History, Culture, and Perspectives Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.18 History, Culture, and Perspectives Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 History, Culture, and Perspectives  
Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 History, Culture, and Perspectives  
Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### 21<sup>st</sup> Century Skills:

*E = Encouraged, T = Taught, A = Assessed*

E	Civic Literacy	A	Communication
	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
	Environmental Literacy		Other:

### Essential Question(s)

How do political, economic, social, and natural events influence human movement?

How does one's attributes (character traits) influence successful adaptation to a new environment?

How do stories of migration help us understand who we are?

How does understanding figurative language help the reader understand the text?

How do authors use figurative language to convey an idea?

### Enduring Understandings

There are different types of human migration which have impact on individuals, communities, and nations. Bridges of understanding must be built between newcomers and receiving communities to ensure peaceful, inclusive communities.

Throughout history, people have moved for many reasons including: political, economic, social, and natural events.

### Student Learning Targets/Objectives

- I can cite direct evidence and make relevant connections to support analysis of the text.
- I can cite evidence to support inferences drawn from the text.



- I can summarize a text and interpret the author's theme citing key details from the text.
- I can analyze and explain the relevance of quotations when citing them in speaking and writing.
- I can identify word meanings, including figurative, word relationships and nuances in word meanings in context.
- I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text.
- I can compare and contrast the organizational structure of different informational texts.
- I can compare and contrast multiple accounts of the same event or topic, noting important similarities and differences.
- I can explain how authors use evidence and reasons to support their points in informational texts.
- I can accurately synthesize information from multiple texts on the same topic.
- I can determine or clarify the meaning of unknown words and multiple meaning words and phrases as used in the text.
- I can determine how the setting of a text can impact characters and events.

## Assessments

- **Pre & Formative Assessment**
  - Reading Diagnostic
  - Quickwrites
  - Quizzes
- **Authentic and Summative**
  - Extended Writing Task #2- Inside Out and Back Again tells the story of eleven year old Ha's experience fleeing her country and journey to America. Each poem chronicles her experiences as a young girl in America. Based on the experiences described by the author, what is the overall theme addressed in the collection of poems? Use evidence from the poems to support your response.
  - Module 2 Benchmark
  - Performance Task- Throughout this module, you have explored the reasons and challenges individuals face when moving to a new place. Compose an essay that explains what motivates people to move and what challenges they face as they try to fit in and adjust. Use evidence from the various texts you've studied throughout this module to support your ideas.

## Teaching and Learning Actions

### Instructional Strategies

**Academic Vocabulary** - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

**Accountable talk** - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops

what others have said through relevant observations, ideas, opinions, or more information.

**Annotation-** Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

**Cognates-**Using Cognates for words in ELL's native language

**Conferencing -**A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

**Content Stations** – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

**Cues, questions, activating prior knowledge-** Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

**Effective questioning -** Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

**Flexible Groupings-** Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

**Integration of content areas -** There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

**Intentional Use of Technology** – whiteboard presentations and activities available and encouraged for use through HMH.

**Leveled Instruction** – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

**Modeling** - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

**Nonlinguistic representations**- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

**Read-aloud** - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

**Semantic Mapping** -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

**Share the Pen**- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

**SIOP Strategies** - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

**Socratic Seminar** - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

**Student goal setting** - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a

goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

**Targeted feedback** - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

**Thumbs Up/Down, “Stop Light”, “Smiley Face”**- for quick, formative assessment

**Think-Pair-Share**- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

**Word wall** - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T,  
SE, and ELL  
Differentiation

*Differentiation examples:*

***Students with a 504:***

*All modifications and health concerns listed in his/her 504 plan MUST be adhered to.*

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*

**Week 1**

**Readings:**

1. [The Plight of Refugees, Asylum Seekers, and IDPs Around the Globe](#)
2. [Human Migration](#) (Video) ([Transcript](#))

**Focus:**

- Determine reasons that cause people to migrate or move from one place to another
- Explain factors that impact peoples' decisions to migrate to a new place
- Analyze how a change in location or setting can impact people's lives
- Analyze the impact and purpose of integrated maps and graphic features into the texts
- Synthesize information from both a video and written articles to support writing and speaking.

**Vocabulary:**

The Plight of Refugees: oppressed, asylum (see student friendly definition in text), intolerance, tension, internal, displaced

Human Migration: originated, encountering, persecution, refugee

**Activity:** Language dive, entrance and exit ticket, review learning targets, introduce the topic, introduce performance task, chalk talk protocol: What challenges and motivations push people to migrate away from their homes?, back to back and face to face: Which types of refugee or displaced persons are most likely to face challenges throughout the migration process?, note-taking from a video using a note-taking structure, Anchor Chart [20 Graphic Features](#)

**Writing:**

Exit Ticket: How do refugees and asylum-seekers differ? What makes their journey and experience similar?

Exit Ticket: In the article the author includes a map (image 3). How does this enhance the reader's understanding of the section on environmental refugees?

**Quickwrite:** Compare the types of refugees, according to the article, "Plight of the Refugee." What do the various types of refugees have in common? What thread ties them together? Cite evidence from the text to support your answer.

**Language Dive:** "The Cold War involved several "proxy wars." In proxy wars, countries oppose each other by supporting different sides in another conflict."

Meaning: The use of quotation marks calls the reader's attention to the term, which is explained in the subsequent sentence.

Practice and Reconstruct: Students can write a sentence about one of the refugee types, using the quotation marks to call the readers' attention.

**Differentiation:**

Substantial: Compare and contrast the protections afforded to the various types of refugees. What challenges does each type face in migrating away from home?

- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with \_\_\_\_ because \_\_\_\_\_. Or I do not agree with \_\_\_\_ because \_\_\_\_\_.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to*

Moderate: Based on both the text and the video, which types of migration might be the most challenging for people? Use evidence from each to explain your ideas.

Light: Consider both the article and the video. How might seasonal migration be similar to the experience of environmental refugees?

## Week 2

### **Reading:** The Celestial’s Railroad

#### **Focus:**

- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
- Summarize the key points of a text
- Identify details to support the main idea
- Explain how the author supports main ideas in informational text with key details
- Analyze how setting and time period impacted the Chinese workers and their challenges and motivations for migration.

**Vocabulary:** celestial, sacrifice, compliant, nomadic, temporary, voice, monologue,

Vocabulary Strategy: homophones/homographs (to/too,

**Activity:** Entrance/Exit Ticket, Final Word Protocol- How effective was the railroad’s extension built by Chinese workers in supporting the push for Westward Expansion?, Analysis of impact of setting and time period on Chinese workers

#### **Writing:**

**Exit ticket** In “The Celestials’ Railroad” you learned about the Chinese workers who helped to build the transcontinental railroad. Explain what the author meant by “ Without the dedication of these workers (Chinese), the railroad may never have become a reality.” Use evidence from the text to support your response.

**Exit Ticket:** Based on the information provided in the text, how does the period of time in which Chinese workers built American railroads impact the migration of Chinese workers?



*the SMARTBoard, or big book to point out things relevant to the lesson.*

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." \_\_\_\_\_.)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen*

Quickwrite; Explain the challenges and motivations that led many Chinese workers to move from working in the gold mines to building the railroads. Which factor do you think had the greatest influence on their decision to migrate? Use specific evidence from the text to support your answer.

**Language Dive:** “However, others make big moves—to a new country, maybe even a new continent.” Moving to a New Country pg. 152

“While other workers jeered and threatened to strike, the Chinese calmly set up camp, boiled rice provided by the company, and went to sleep.” The Celestial’s Railroad pg. 271

Deconstruct - What is the meaning of this sentence? Can we say this sentence in a different order? There is a word in this sentence you may not know: jeered. Place your finger on jeered. What is the translation of the word continent in our home languages? What in the sentence makes you think so? Can we divide this sentence into multiple sentences? What would we have to remove or change? What transitional words or phrases can you identify in this sentence? What type of transitional word or phrase is it? Why do you think the author decided to use this word? What two things is the authoring comparing? What is the connotation of the words jeered and threatened? How does the way the words are used help you understand the sentence?

Reconstruct - What other questions can we ask that will help us understand this sentence? Now what do you think is the meaning of this sentence?

**Practice & Transfer-** Students will use the structure of the language dive as they say and write their own sentences.

### **Differentiation: ELL Support and SpED**

*Substantial*

Based on what we read in “Why Go West?”, “Explore the Wild West,” and “Celestials Railroad,” what factors made the Chinese workers successful, despite the challenges they faced?

*Moderate*

Based on the text, what challenges did the Chinese workers face on the railroad? Consider why the workers persevered with their motivations in spite of the various challenges faced.

*Light*

The text opens with a *vignette*, or short narrative or descriptive within a larger context. Why might the author have chosen to open this informational piece

*magnifier, font  
increase, black/white  
contrast, larger cursor,  
Chromevox, on-screen*

with a description of the Utah event? Similarly, what is the purpose of the italicized paragraph before the text begins?

**Language:** Subject pronoun

**Foundational Skills (K-5)**

Decoding : Homophones (waist, waste, right, write, rite, sight, cite, site)

Spelling: Homophones

Fluency: Expression

Weeks 3 & 4

**Reading/s:**

Week 1: [Inside Out and Back Again: Vietnam](#)

Week 2: Inside Out and Back Again (HMH): America

**Focus:**

- Consider how the author describes the setting and uses descriptive language to enhance the reader's understanding of the setting and its impact.
- Analyze how they impact the motivation and challenges that drive her family to migrate from and to each new location.
- Analyze how the author uses direct description as well as indirect description to develop the characters and their growth and change over time.
- Explain how Ha's point of view impacts the manner in which characters and events are understood
- Analyze how the motivations and challenges to migrate to America and the motivations and challenges to become part of American society are similar and different for Ha and her family.
- Analyze the author's word choice (For example: Brother V becomes head chef, heating up cans of beef and potatoes tasting like salty vomit.)
- Interpret figurative language, including similes and metaphors, in context.
- Examine how the character's actions in response to events help the reader to determine the theme.

**Vocabulary:** cram, goodwill, exception, sensible, sponsor, generosity, grateful

**Activity:** Analyze details of setting and its impact on the characters, [Final Word protocol](#)- which challenge or motivation *most* impacted Ha's family and drives them to migrate?, [Rank, talk, write](#) protocol- which poems *best* demonstrate the theme of this text?, Language Dive, Analyze point of view and narrator's perspective, Analyze word choice and figurative and descriptive language-



which examples are most effective in engaging the reader and conveying the speaker's message?

Anchor Charts: Figurative Language, Elements of Poetry, Elements of Descriptive Writing, Theme ([sample lesson](#))

**Mini Lesson:** Author's word choice ([See Sample Lesson](#))

**Writing:**

Week 1: [Inside Out and Back Again: Vietnam](#)

Exit Ticket: Think about the various experiences Ha encounters in Vietnam and in America. How do these experiences along with the setting play a role in the development of Ha as a character?

Exit ticket: In the first two poems, "Choice" and "Left Behind," the author uses carefully chosen words and phrases to create a specific mood. What atmosphere does the author create, and how does the author use the objects to convey this feeling?

**Quickwrite 1:** Perspective is the speaker or narrator's outlook or view on events, characters, and the world. In some texts, stories are told through the perspective of two or more characters. The reader's experience is impacted by the age and experience of the narrator.

Reread the poem "S-l-o-w-l-y." How might the events in this poem be perceived differently through the eyes of Ha's mother?

Write a version of the poem from the perspective of Mother, taking care to use descriptions that reflect Mother's understanding of Ha's experience.

**Quickwrite 2:** Consider the poems "Choice" and "Left Behind." Which of the items described best embodies the reader's understanding of the challenges and motivations that drove the family's move? Use evidence from the text to support your response.

Week 2: Inside Out and Back Again (HMH): America

**Quickwrite 1:** Throughout the collection of poems, Ha describes the various perspectives of an "American" based on the ideas of her mother, Brother Quang and herself. Compare and contrast Ha's perspective of an "American" to either her mother or Brother Quang's perspective. Use evidence from the text to support your response.

**Quickwrite 2:** Inside Out and Back Again tells the story of eleven year old Ha's experience fleeing her country and journey to America. Each poem chronicles her experiences as a young girl in America. Analyze and explain how

Ha adapts to new experiences and makes a new place home. Use evidence from the text to support your response.

**Language Dive:** “Our sponsor/looks just like/an American should. Tall and pig-bellied,/black cowboy hat,/ tan cowboy boots,/teeth shining,/red in face,/golden in hair.” - “Our Cowboy”

She makes me learn rules/I’ve never noticed,/like a, an, and the,/which act as little megaphones/to tell the world/whose English/is still secondhand.” - “A New Word a Day”

Deconstruct - What is the meaning of this sentence? Why does the author choose to use forward slashes in this sentence? What do the forward slashes represent? How does the author break up this sentence with these forward slashes? What tone is the author trying to convey in this sentence? Would the sentence still make sense if the forward dashes were removed? Why or why not?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial* Work with students to generate simple questions about the text. Help students read aloud the next sentence and repeat asking and answering. Allow students to re-read selections of text with a partner using a strategy such as “[Say Something](#) (page 34)” to confirm understanding and discuss their thinking about the text.

Ask students questions to confirm their understanding of the text and its language. Help them expand simple answers into sentences. Read a section of the text to students, having them say “pause” to ask and answer questions to confirm the text material.

*Light*

Consider how the motivations and challenges for moving differed for each character. What similarities do you notice? What makes the motivations and challenges different? How do factors such as the character’s age and past experience enhance or diminish (decrease) those differences?

Consider what may happen next for Ha and her family- write two poems about days in the future, taking care to mimic the style of Ha's writing and storytelling.

Consider the perspective of Ms. Stevens, or Mother. How do they perceive what Ha is experiencing? What are they experiencing themselves? Write three poems about the events from their perspective and understanding.

**Language** Comparative and superlative, comparing with adverb

### **Foundational Skills (K-5)**

Decoding : Articulate the *sh* sound and read words containing that sound.

Spelling: Spell words with the suffixes –ion and –ian and understand their meanings. (select, selection, tense, tension, react, reaction, confess, confession).

Fluency: Intonation

Week 6

### **Reading: Inside Out and Back Again**

#### **Focus:**

#### Extended Writing Task

- Identify the most significant events in Ha's journey and summarize how these events contribute to the overarching theme.
- Quote or paraphrase specific lines or poems to support their ideas.
- Explain how the selected evidence connects to the theme.
- Explain how specific events, characters, or settings contribute to the theme
- Use precise language and varied sentence structures by choosing strong verbs (e.g., reveals, emphasizes, demonstrates), avoiding vague phrases (e.g., "This shows that..." without explanation) and crafting complex sentences to show relationships between ideas.

**Activity:** Teach students how to unpack the task, pose questions that make connections between the two collections of poems, students brainstorm ideas, outline key points to include in the answer, compose a draft, revise and edit with the lens of the teacher; finalize a final draft for submission.

Close reading questions to make connections across both collection of poems:

- If Ha could describe her journey in one word, what would it be? How does that word reflect the theme of the collection?
- Choose a piece of dialogue or narration from the text that connects to the theme. Explain why this detail is important and how it helps you understand the theme

- How does the author Thanhha Lai use the challenges faced by X to reveal the theme? Provide specific evidence from the text to support your answer.
- How does Thanhha Lai use Ha's actions to show the theme? Cite specific details from the story.

**Writing:**

Extended Writing Task : Inside Out and Back Again tells the story of eleven year old Ha's experience fleeing her country and journey to America. Each poem chronicles her experiences as a young girl in America. Based on the experiences described by the author, what is the overall theme addressed in the collection of poems? Use evidence from the poems to support your response.

Week 7

**Reading:** A Movie in My Pillow

**Focus:**

- Analyze how the changes in setting impact the motivation and challenges that drive Jorge and his family to migrate from and to each new location.
- Analyzing characters' actions and responses to events to aid in analyzing the theme of the collection.
- Examine how the author uses figurative language and word play to enhance the reader's experience and understanding.
- Analyze the similarities in the narrator's perspectives in both "Inside Out and Back Again" and "Movie in My Pillow"
- Examine the motivations and challenges that

**Vocabulary:** yearning, flourishing, fortunate, dedicate, discarded

**Activity:** Analyze how setting affects the characters, [Final Word Protocol](#)- *How do the poems in this text demonstrate the theme?* or *What might Jorge's Father and Ha's Mother agree upon when it comes to migration? What might they disagree on?*, Language Dive, [Collaborative Conversation Protocol](#) (page 14)- *Which challenge or motivation most drives Jorge and his father's migration?* or *Which of these poems best describes the challenges and motivations that drive migration?* Analyze the impact of family relationships on Jorge, a young migrant, citing text evidence from poetry

**Writing:**

Exit Ticket: Consider the author's use of contrasts noted in the first poem. Which of these contrasts is likely to be most striking to the speaker? Why?

Exit Ticket: In the poem “Yo Yo,” consider what emotions and experiences are reflected by Jorge in this extended metaphor. What does Jorge mean when he says “I am a YoYo?”

**Quickwrite:** Both “Inside Out and Back Again” and “A Movie in My Pillow” are stories told in verse. This is not the only thing the stories have in common. Compose a conversation between Jorge and Ha. What motivations and challenges that led to their migration might they discuss? What challenges might they discuss about living in their new homes? Be sure to consider each character carefully, and write in an appropriate style for each one.

**Mini Lesson:** Gathering and Organizing Ideas (See Sample Mini Lesson)

**Language Dive:** “There are so many things I want to show you—Gardens that walk by on the hands of women..” A Movie in My Pillow pg. 175

Focus on literal and figurative meanings.

Deconstruct - What is the meaning of this sentence? Sketch the literal meaning of this chunk: Gardens that walk by on the hands of women.

Can gardens walk by on hands? What does the author mean by “walk by on the hands of women”? What would happen if we changed the order of the sentence? Would it still make sense? Why or why not?

Reconstruct - What other questions can we ask that will help us understand this sentence? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial*

Support students in rereading individual poems, using the annotation guide to consider carefully the meaning of each poem and taking notes to enhance recall and comprehension.

*Moderate*

Ask students thought-provoking questions such as *Which poem best demonstrates the theme?* or *Which motivation or challenge seems to most drive Jorge’s migration?* Allow students time to prepare notes and then discuss or debate with a partner or partners.

Ask students to annotate the gist or main message of each poem to support their determination of theme.

### *Light*

Consider Jorge's Grandmother. Retell (in English) one or more of the poems from Abuelita's perspective. How does she feel? What does she experience? What does she miss about Jorge? What does she hope for for him?

Metaphors are carefully crafted by an author or poet to convey a certain message or invoke a specific feeling. Consider the metaphor used by the poet in "Soup of Stars." What other metaphors might help the author to convey Jorge's experiences? Create three more poems to tell what happens next for Jorge and his family, using at least one other metaphor to support the reader's experience.

**Language:** Perfect tenses, easily confused verbs

### **Foundational Skills (K-5)**

Decoding : Homophones (capital, capitol, lesson, lessen,)

Spelling: Spell words with multiple sound-spelling patterns.

Fluency: Expression

### Week 8

#### **Readings:**

1. From Scratch
2. Elisa's Diary

#### **Focus:**

- Analyze how the change of setting impacts the characters.
- Analyze how characters are revealed via direct and indirect characterization.
- Examine the challenges characters face in completing their migration and feeling 'at home' in their new settings.
- Analyze the purpose of flashbacks and vignettes, or short scenes, of memory in the stories.
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Explain how the point of view impacts the events in the text
- Determine central message or theme

- Analyze the impact of migration and its inherent challenges on the characters

### **Vocabulary:**

**From Scratch:** reluctantly, reserve, casual, nudged

**Elisa's Diary:** semidarkness, preliminary

**Activity:** Review cause and effect- which events directly or indirectly advance the character's migration? [Chalk Talk Protocol](#)- how do the characters experience challenges that motivate their migration to a new life?, Review the mini-lesson on [thoughtshots](#) and create a thoughtshot through the eyes of Jose, [fishbowl conversation](#)- what internal conflicts do the narrators experience related to their migration?

### **Writing:**

Exit Ticket: We previously learned about how authors use thoughtshots to help the story progress. Consider the thoughtshot on page 176. How does this help the story progress? What other purpose might this thoughtshot serve? *teacher may refer students to review anchor chart that was created in module one*

**Quickwrite 1:** In the opening lines of "Elisa's Diary," Elisa writes that 'Today is the saddest day of my life.' Contrast Elisa's feelings and experience with the dairy entries written by Ha in "Inside Out and Back Again." Which similarity between the narrator's motivations and challenges *best* helps the reader understand how the settings impact the characters?

**Quickwrite 2:** Considering that migration not only includes the actions of leaving home, but also the actions of establishing a new home and new life, which of these two stories, "From Scratch" and "Elisa's Diary," is more impactful in demonstrating the challenges of creating a new life in a new home?

**Language Dive:** She didn't want her mother to change; in fact, she much preferred Mummy's quiet reserve to the loud way some had of talking just to chase out the quiet." From Scratch pg.185

"Priya swallowed thickly." From Scratch pg. 188

Focus on the use of semicolons

Deconstruct - What is the meaning of this sentence? What is the structure of this sentence? Why did the author choose to use a semicolon in thi sentences? Can this sentence be rewritten in multiple sentences? How? What would you have to add or delete? What is being compared in this sentence? Just by reading the sentence are you able to identify the girl's feelings about her mother? Why did



the author choose that spelling to identify the girl's mother? Is this sentence considered a thought, dialogue, or action? How do you know?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

High Frequency words : separate, trade, blood, division

*Substantial*

In 'From Scratch,' the narrator grapples, or struggles, with her feelings about her new life and new home. How does the author reveal these struggles to the reader? Which of these struggles seems to be the most challenging for her? Cite evidence from the text to support your response.

*Moderate*

Both Priya and Elisa learn valuable lessons in the texts. They learn about establishing themselves in new lives as part of their migration, but they also learn about others who are experiencing this aspect of migration as well. Explain the lessons that each one learns and how it might support Priya and Elisa in their own journeys.

*Light*

How are the characters impacted by their current settings? How do they demonstrate being impacted by their change from a previous setting?

**Language:** Easily confused verbs

**Foundational Skills (K-5)**

Decoding: Prefixes: in-, un-, dis-, mis-

Spelling: Spell words with prefixes in-, un-, dis-, and mis- (informal, unrest, disability, misbehave)

Fluency: Phrasing

**Week 9**

Performance Task

**Focus:**

- Organize ideas using various strategies

	<ul style="list-style-type: none"> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Provide a general observation and focus</li> <li>● Group related information logically</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information</li> <li>● Use transitional words, phrases, and clauses</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Write a conclusion that is related to the information or explanation</li> </ul> <p>Mini lesson: Examining a model essay</p> <p>Mini lesson: Using the quote sandwich</p> <p>Performance Task- Throughout this module, you have explored the reasons and challenges individuals face when moving to a new place. Compose an essay that explains what motivates people to move and what challenges they face as they try to fit in and adjust. Use evidence from the various texts you've studied throughout this module to support your ideas.</p>
<p>Experiences (virtual and live field trips)</p>	<p>Interactive Tour Of Ellis Island  <a href="https://www.scholastic.com/teachers/activities/teaching-content/interactive-tour-ellis-island-immigration-activity/">https://www.scholastic.com/teachers/activities/teaching-content/interactive-tour-ellis-island-immigration-activity/</a></p>
Resources	
<p><b>Additional Writing Opportunities (Alternative)</b></p> <ul style="list-style-type: none"> <li>● Quick Write: You have read “From Scratch” and “Elisa’s Diary” which talks about adapting to new experiences and making a new place home. Consider the challenges these characters face, how the characters respond, and how their response helps us understand that character.</li> </ul> <p>Write a two-paragraph literary analysis about the challenges Elisa or Priya faced moving to a new country. Identify one major challenge from both Priya and Elisa, how do they respond to the challenge, what does this reveal about each of them as a character, How do both Priya and Elisa use these life lessons to adjust to their new home? Be sure to include evidence from the text to support your answer.</p> <p>NEWSLA  <a href="https://newsela.com/videos/ckm5j519300033g5yvweajk4nhttps://newsela.com/videos/ckm5j519300033g5yvweajk4n">https://newsela.com/videos/ckm5j519300033g5yvweajk4nhttps://newsela.com/videos/ckm5j519300033g5yvweajk4n</a>  <a href="https://newsela.com/videos/cknex9l5w00013h5yomlxcozw">https://newsela.com/videos/cknex9l5w00013h5yomlxcozw</a>  <a href="https://newsela.com/subject/other/480495">https://newsela.com/subject/other/480495</a></p>	

<https://newsela.com/subject/ela/2000002745/2000300540/resources/text-set/2000300540>

[https://newsela.com/read/foreignstudents-book/id/6869/?collection\\_id=339](https://newsela.com/read/foreignstudents-book/id/6869/?collection_id=339)

[https://newsela.com/read/benchmark-2-garden-refugees/id/31955/?collection\\_id=339](https://newsela.com/read/benchmark-2-garden-refugees/id/31955/?collection_id=339)

BrainPOP

<https://www.brainpop.com/socialstudies/ushistory/immigration/>

<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

Hmhco.com website

<https://www.hmhco.com/ui/login/>

[Esperanza Rising – Pam Muñoz Ryan](#)

Reading A-Z/ Raz-plus [Why Do People Immigrate?](#)

GetEpic: Audio/book : Making friends with Billy Wong

Migration definitions:

- internal migration: moving within a state, country, or continent
- external migration: moving to a different state, country, or continent
- emigration: leaving one country to move to another
- immigration: moving into a new country
- return migration: moving back to where you came from
- seasonal migration: moving with each season or in response to labor or climate conditions

Push factors include leaving a place because of a problem, such as a food shortage, war, or flood.

Pull factors include moving to a place because of something good, such as a nicer climate, more job opportunities, or a better food supply.)

Pacing/ Time Frame:

9 Weeks

Module 4		Grade(s)	5
Unit Plan Title:	Let's Discover		
Overview/Rationale			
In this module students will learn that people discover and create amazing things through research, innovation, perseverance, and the desire to solve problems. These intentional discoveries required individuals with specific attributes that lead to their success. Students will listen to, read, and view a variety of texts and media about inventors, explorers, and the process involved in inventing and exploration.			
New Jersey Student Learning Standards: ELA			
<b>Language Domain</b>			
L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.			
L.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 text orally with accuracy, appropriate rate, and expression.			
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.			
A. Avoid fragments, run-ons and rambling sentences, and comma splices.			
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.			
C. Ensure agreement between subject and verb and between pronoun and antecedent.			
D. Distinguish between frequently confused words.			
E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.			
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.			
G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).			
H. Spell grade appropriate words correctly, consulting references as needed.			
L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.			
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

L.VI.5.3. 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.

### **Reading Domain**

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

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

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

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

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

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

### **Writing Domain**

W.IW.5.2. 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 aid in 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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Consider audience, purpose, and intent before writing.

- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

### **Speaking and Listening Domain**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.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.

### **Career Readiness, Life Literacies, and Key Skills**

- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
- Specific situations require the use of relevant sources of information.

- Information is shared or conveyed in a variety of formats and sources.
- Digital tools have a purpose.
- Individuals from different cultures may have different points of view and experiences.
- Digital tools can be used to display data in various ways
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital identities must be managed in order to create a positive digital footprint.
- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

#### Technology/Computer Science and Design Thinking

- Different digital tools have different purposes.
- Collaborating digitally as a team can often develop a better artifact than an individual working alone.
- Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
- Specific situations require the use of relevant sources of information

#### Interdisciplinary Standards)

##### **Social Studies Connections:**

**6.1.12.D.13.f** Relate the changing role of women in the labor force to changes in family structure.

**6.1.12.C.16.b** Predict the impact of technology on the global workforce and on entrepreneurship.

**6.1.12.EconNE.16.b:** Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

##### **Science Connections:**

**MS-ESS3-5:** Ask questions to identify and clarify evidence of an argument.

**MS-ESS3-2:** Analyze and interpret data to determine similarities and differences in findings.

**MS-ESS3-2:** The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values.

#### Essential Question(s)

How does curiosity play a part in exploration?



How can personal qualities affect becoming a successful inventor or explorer?

How can personal circumstances push people to create new inventions?

How have past inventions played a major role in people's lives?

#### Enduring Understandings

Over time, inventions have influenced how we live and the way we live.

Inventors and explorers have many common personal characteristics.

Inventions were and are developed to satisfy a need or want.

#### Student Learning Targets/Objectives

- I can read about different inventions and discoveries and identify the key details.
- I can identify the qualities and concepts using specific information from the text.
- I can explain how authors use evidence and reasons to support their points in informational texts.
- I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and message.
- I can produce clear and coherent writing appropriate to task, purpose, and audience.
- I can gather relevant information from multiple sources to synthesize and support ideas for speaking and writing.
- I can support a point of view with accurate and relevant text evidence in both speaking and writing.

#### Assessments

- **Pre & Formative Assessment**
  - Reading Diagnostic
  - Quickwrites
  - Quizzes
- **Authentic and Summative**
  - Extended Writing Task #3- In “Dreamers and Doers”, you focused on five individuals who wanted to know how things worked, and they wanted to solve problems. Their creative ideas and scientific discoveries have helped and inspired people all around the world! In your opinion, which individual had the greatest impact in your life? Write an essay explaining why this individual had the greatest impact and how their discovery or discoveries still affect people today? Be sure to include evidence from the text to support your ideas. (W.5.1, W.5.4, RI.5.1, L.5.1, L.5.3)
  - Performance Task- Throughout this Module, you have been learning about different factors that contribute to the success of inventors and explorers. While some discoveries and inventions result from pure chance, or serendipity, most involve years of questioning, experimentation, and even failure. Think about the personal qualities that these inventors and explorers may have that contributed to their success. In your opinion, what three personal qualities contribute to the success of an inventor or explorer?

Write an essay that includes the three most important personal qualities that contribute to the success of an inventor or explorer. Use details from the texts or articles to support your response.

### Teaching and Learning Actions

#### Instructional Strategies

**Academic Vocabulary** - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

**Accountable talk** - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

**Adapting to learning styles/multiple intelligences** – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

**Annotation-** Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

**Cognates-**Using Cognates for words in ELL's native language

**Conferencing** - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

**Content Stations** – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and

assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

**Cues, questions, activating prior knowledge-** Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

**Effective questioning -** Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

**Flexible Groupings-** Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

**Integration of content areas -** There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience.

It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

**Intentional Use of Technology** – whiteboard presentations and activities available and encouraged for use through HMH.

**Leveled Instruction** – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

**Modeling -** Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

**Nonlinguistic representations-** drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

### **Phoneme Grapheme Correspondence**

**Read-aloud** - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

**Semantic Mapping** -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

**Share the Pen-** Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

**SIOP Strategies** - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

**Socratic Seminar** - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

**Student goal setting** - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students

enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

**Targeted feedback** - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

**Thumbs Up/Down, “Stop Light”, “Smiley Face”**- for quick, formative assessment

**Think-Pair-Share**- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

**Word wall** - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T,  
SE, and ELL  
Differentiation

*Differentiation examples:*

***Students with a 504:***

*All modifications and health concerns listed in his/her 504 plan MUST be adhered to.*

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*

Week 1

**Reading:**

1. Morning Miracles (video),
2. The Inventor's Secret: What Thomas Edison Told Henry Ford

**Focus:**

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- 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).

**Vocabulary:** locomotives, phonograph, sputtered, flop, incandescent, cylinder, patents, chugged, gadgets

Idiomatic Expressions: a heap of trouble (p. 22)

**Activity:** Entrance/Exit Ticket, review learning targets, review retelling/ summarizing, central idea, revisit narrative nonfiction elements (visuals: illustrations and diagrams), text structure: chronological order, close read lines 32-37 (word choice)

**Writing:** Quick Write: In The Inventor's Secret, you read how Henry learns from Thomas that the "secret" to success is simply not giving up. Think about a time when you had to "keep at it" in order to succeed. Write a two-paragraph personal essay telling about a challenge you faced and the attributes that helped you to overcome that challenge. How is your experience similar to Thomas Edison or Henry Ford's experiences in The Inventor's Secret?

**Language Dive:** "Most of all, Henry was curious about engines—machines that chugged and purred, hiccupped and whirred. He built a steam engine from a ten-gallon can, tin blades, and a pipe, but it exploded and set the school fence on fire!" -(The Inventor's Secret -paragraph 13 )

Henry sprinted up to the buggy, his mind filled with questions. What powered the engine? How fast did it go? What could it do? (The Inventor's Secret -paragraph 16)

Deconstruct - What is the meaning of this sentence? There is a word in this sentence that you may not know: whirred. Place your finger on whirred. What tense does the ending -ed in whirred represent? Can you find and underline other words in that tense?

- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with \_\_\_\_ because \_\_\_\_\_. Or I do not agree with \_\_\_\_ because \_\_\_\_\_.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to*

## **Henry was curious about engines—machines that chugged and purred, hiccupped and whirred**

If you rewrote this chunk in present tense, would the connotation of the sentence change?

**Reconstruct** - What other questions can we ask that will help us understand this sentence? How does verb tense help you understand sentences as you read? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

**Practice & Transfer**- Students will use the structure of the language dive as they say and write their own sentences.

### **Differentiation:** ELL Support and SpED

**Substantial** Create a timeline of events in the text. How does this timeline reflect Edison’s message to Ford?

**Moderate** What character trait did Edison demonstrate that he wanted to teach Ford? How did he teach this trait to Ford *beyond* their conversation?

**Light** What was the impact of Edison’s message on Ford? How might this message have impacted Ford’s work, and thereby affected his impact on the world?

**Language:** Sentence fragments, run-ons, and comma splices

Multiple meaning word: light (p. 30)

### **Foundational Skills (K-5):**

**Decoding:** Prefixes: ex-/e- (expensive, explosions, explained, electric)

**Spelling:** Words with Short Vowels, words with prefixes ex-/e-, Greek Root: phon (ex. phonograph)

**Fluency:** Reading Rate

Weeks 2 & 3

### **Reading:**

1. Government Must Fund Inventors
2. [Dreamers and Doers](#)

### **Focus:**

- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats



*the SMARTBoard, or big book to point out things relevant to the lesson.*

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." \_ \_ \_ \_ \_ .)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen*

- Make make connections to other texts
- Synthesize information from multiple sources
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details

**Vocabulary:** innovation, invention, excel, transcend, illustrious, reverse

*Dreamers and Doers:* fascination (p. 4), inspired (p. 4), discovery (p. 6), theory (p. 12), mischievous (p. 16), designed (p. 18), constantly (p. 19), tribute (p. 22), common (p. 24), invading (p. 29), compute (p. 36), intelligence (p. 37), curiosity (p. 38)

Idiomatic Expressions: keep in touch (p. 2), practical jokes (p. 16), thirsty for knowledge (p. 35)

Prefixes ex-/e-; Greek Root phon-: expensive, excel, example, phone

**Activity:** Entrance/Exit Ticket, review learning targets, introduce module (essential questions & performance task), mini lesson on persuasive texts (voice, organizational structure, identifying relevant evidence), teach how to extrapolate information from a video; create a semantic map of the word "dreamer" and have students write down qualities that helped each dreamer achieve his or her dreams; conduct think-write-share and GoGoMo protocol; gallery walk of inventions discussed in this module

**Writing:** Quick Write:

Week 1: In "Government Must Fund Inventors," the author argues that the government should give more money to help support inventors because it, "improves people's lives, creates jobs, and helps our nation excel as a leader in science and technology." What details in "Morning Miracles" and *Dreamers and Doers* could the author use to further support these reasons? Be sure to include evidence from both texts to support your answer and explain how these details support the author's opinion.

Week 2: Extended Writing Task: In "Dreamers and Doers, you focused on five individuals who wanted to know how things worked, and they wanted to solve problems. Their creative ideas and scientific discoveries have helped and inspired people all around the world! In your opinion, which individual had the greatest impact in your life? Write an essay explaining why this individual had

*magnifier, font  
increase, black/white  
contrast, larger cursor,  
Chromevox, on-screen*

the greatest impact and how their discovery or discoveries still affect people today? Be sure to include evidence from the text to support your ideas.

**Language Dive:** “Mr. Mitchell was so interested in studying the night sky that he built his own observatory for looking at the stars on their rooftop, complete with a powerful telescope.” -Dreamers and Doers

“Yes, most inventors do fail—at first. But failure is a central part of the process. It is how great ideas become great products.” - “Government Must Fund Inventors”

**Deconstruct** - What is the meaning of this sentence? There is a word in this sentence that you may not know: observatory. Place your finger on observatory. Is there a word that you know that is similar to this word? What is it? Underline the base word in observatory? What does it mean? Circle the suffix? What does the suffix indicate? Are there clues in the sentence that help you to determine the meaning of observatory? What are they? What part of speech is the word observatory? How do you know?

**Reconstruct** - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

**Practice & Transfer-** Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial* Use visuals to help students understand unfamiliar and challenging terms in the text, such as fund and innovation. Help students practice using the words in simple sentences.

Ask students to name inventions that they use in their daily lives. Display a sentence frame and ideas to support discussion: One invention that makes life easier is \_\_\_\_\_. It helps people by \_\_\_\_\_.

*Moderate* Ask students questions to confirm their understanding of the text and its language. Help them expand simple answers into sentences. Name an invention (e.g., television) and ask students why they think the inventor decided to invent it. Have students complete this sentence frame: My invention will help with \_\_\_\_\_ by \_\_\_\_\_.

*Light* Encourage students to use new vocabulary in their discussions. What do you think would be the best thing about being an inventor? What do you think would be challenging about being an inventor? Work with students to monitor

their oral language and self-correct, and to use more formal instead of informal English.

**Language:** Sentence fragments, run-ons, and comma splices

**Foundational Skills (K-5)**

Decoding: Short Vowels, Long a and e

Spelling: Words with Short Vowels, Words with Long a, Long e

Fluency: Reading rate

Week 4

**Reading:** Winds of Hope & Wheelchair Sports: Hang Glider to Wheeler-Dealer

**Focus:**

- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats
- Make make connections to other texts
- Synthesize information from multiple sources
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts

**Vocabulary:** irrigate, inspector, photographed, prestigious, auditorium, impoverished, maneuver, specialized, elite, objective, traditional

**Activity:** Entrance/Exit Ticket, review learning targets, revisit extrapolating evidence, cause and effect, revisit main idea and supporting details, revisit problem/solution

**Writing:** Quick Write: In “Winds of Hope” and “Wheelchair Sports: Hang Glider to Wheeler-Dealer,” you read how ordinary people became inventors. Explain what circumstances that led to their inventions and how the inventions changed the lives of the inventors and people around the world. Be sure to use specific details from both texts in your response.

**Language Dive:** Nervously struggling with his English, William received an arousing ovation from the auditorium of inventors and scientists when he modestly described what he had done. (Wings of Hope -paragraph 17)

At the age of 29, Hamilton's life changed forever—but the lives of millions of others would also be changed by that simple mistake. ( Wheelchair Sports pg. 48)

Focus on adverbs

Deconstruct - What is the meaning of this sentence? There are two words in this sentence that you may not know: ovation and arousing. Place your finger on ovation and arousing. What do you think these words mean? Is there a word that you know that is similar to the word ovation? What is it? How are the words nervously and modestly used in this sentence? What part of speech are these words? Can you act out these words? If you replace these words with their synonyms, would the sentence still make sense? Why or why not?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence? Is this meaning different from what you first thought the sentence meant? Why or why not?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial*

Help students write simple sentences using new content-based vocabulary.

Read a part of the text with students. Have them identify unknown words. Use a dictionary and drawings to clarify meaning.

Help students form questions about the text and answer them with simple phrases. Say: I'm not sure of the central idea. What clues from the text could I use to help me figure it out?

*Moderate*

Have students write example sentences using cause-and-effect transition words. Supply this sentence frame: The pictures in the text help me understand \_\_\_\_.

Ask students questions to confirm their understanding of the text and its language.

Help them expand simple answers into sentences. Provide this sentence frame: I can use \_\_\_\_ to help me determine the central idea of Wheelchair Sports. Have students identify clues to the text's central idea.

*Light*

Have students provide increasingly complex sentences using transitions to show cause-and-effect relationships and sequential order.

Have students explain which strategy helped them better understand difficult parts of the text.

Encourage students to express opinions in their discussion. Ask questions such as: What details in the text could you use to figure out the central idea of Wheelchair Sports?

**Language:** Kinds of sentences, reviewing verbs

Idiomatic Expression: dragged on- paragraph 2

**Foundational Skills (K-5)**

Decoding: long a and e

Spelling: words with long a and e

Fluency: focus on accuracy and self correction

Week 5

**Reading:** A Hero's Journey (Intro. Video), Into the Unknown: Above and Below & A Few Who Dared

**Focus:**

- Make connections to other texts
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

**Vocabulary:** expedition, incredible, progress, chronology, vast, ascend, principle, mariners, cosmic, forged

**Activity:** Entrance/Exit Ticket, review learning targets, teach making and confirming predictions, informational text feature (captions and diagrams), summarizing, review central idea and supporting details,

**Writing:** Quick Write: "Into the Unknown: Above and Below" tells about Auguste and Jacques Piccard's fascinating explorations of the stratosphere above the earth as well as the ocean's depths. In a detailed paragraph explain what the efforts to explore the stratosphere tell you about both Auguste and Jacques Piccard? Be sure to include evidence from the text to support your response.

A Few Who Dared: After reading “Into the Unknown” and “A Few Who Dared” explain the role curiosity plays in exploration. Be sure to use evidence from both texts to support your response.

**Language Dive:** As it turned out, they were not rays at all, but minute space invaders: subatomic particles zooming into Earth’s atmosphere from elsewhere in the universe. (Into the Unknown pg. 90)

They were determined to reach the North Pole, for the glory of being the first men to set foot on that remote location. (A Few Who Dared pg. 82)

Deconstruct - What is the meaning of this sentence? There is a word in this sentence that you may not know: subatomic and particles. Place your finger on subatomic and particles. What is the prefix in subatomic? What does the prefix mean? Is there a word that you know that is similar to this word? What is it? Who are “they” in the sentence? Why did the author use this pronoun?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence? How has your meaning of the sentence changed from your first response to now?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial*

Say: Some people have explored the ocean. What are some other places that people have explored? Have students answer with the following sentence frame: Some people have explored \_\_\_\_ .

Provide a two-column chart to help students recognize words and terms that signal facts and opinions in a text.

Read aloud one of the mini biographies and point out the main idea and supporting details.

*Moderate*

Ask students to name explorers or explorations they have heard of and briefly say what they know about them.

Ask students questions to confirm their understanding of the ideas and evidence in the text. Help them expand simple answers into sentences. Provide these frames: The main idea of the section is \_\_\_\_\_. A detail that supports it is \_\_\_\_\_.

*Light*

Use questions to guide discussion: If you were an explorer, where would you most want to explore? Why?

Encourage students to use new vocabulary in their discussions. Have students identify the main idea of the paragraph and list three supporting details.

**Language:** Indefinite pronouns, possessive pronouns, interrogative pronouns

**Foundational Skills (K-5)**

Decoding: Final Stable Syllables –ain, –ture, –sure

Spelling: Words with Final /n/ or /ən/, /chər/, /zhər/

Fluency: Reading Rate

Week 6

**Reading:** The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity

**Focus:**

- Make connections to other texts
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems
- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text

**Vocabulary:** expedition, incredible, progress, chronology terrain, ailing, deploy, transition, expanse, transmitted, resembled, international

Simile: pebbles . . . like beads (p.136)

Idiomatic Expression: handed . . . on a silver platter (p. 137)

**Activity:** Entrance/Exit Ticket, review learning targets, revisit literary elements ( characters, plot, conflict), review cause and effect, text structure, description, visualization,

**Writing:** Quick Write: Analyze the author’s description of Opportunity’s Mars landing in paragraph 37. Which words and phrases help readers visualize how Opportunity’s landing looks and sounds? How do these word choices contribute to the text?



**Language Dive:** Crack! Off came his rocket. Opportunity burned through the Martian sky. Whoosh! His parachute ballooned. Roar! His retrorockets thrust against gravity. Airbags deployed! Free fall! BOUNCE . . . way up high . . . BOUNCE . . . high to the sky again. . . BOUNCE . . . plummeting down and rebounding up again . . . BOUNCE . . . and again . . . BOUNCE . . . and again! Opportunity bounced about twenty-six times before rolling to a halt. “BEEP!” Opportunity signaled that he had landed. (The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity -paragraphs 37 and 38).

Deconstruct - What is the meaning of this sentence? There are words in this sentence that you may not know: deployed, plummeting, and halt. Place your finger on deployed, plummeting, and halt. What do you think these words mean? Why? What clues in the sentence help you to identify the meaning? Is there a word that you know that is similar to these words? What is it?

What are ellipses? Why does the author use ellipses?

**BOUNCE . . . way up high . . . BOUNCE . . . high to the sky again. . . BOUNCE . . . plummeting down and rebounding up again . . . BOUNCE . . . and again . . . BOUNCE . . . and again!**

Rewrite and then read this sentence without the ellipses. Does it make sense? Why or why not? What do you notice about the word bounce in the sentence? Why did the author choose to write it this way?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial*

Work with students to generate simple questions about the text.

Read aloud part of the story with students and help them compare its literary elements with a fictional story.

Have students select the first sentence of a paragraph and rewrite it in their own words.

Ask yes/no questions to help students plan their writing.

*Moderate*

Ask students to confirm their understanding of the text and its language. Help them expand simple answers into sentences. Supply these sentence frames: The

literary elements in the text are \_\_\_\_\_. It is similar to reading fiction because \_\_\_\_\_.

Supply this sentence frame: The words \_\_\_\_\_ help me understand/visualize \_\_\_\_\_. Have partners each paraphrase the same sentence. How are the two paraphrases alike? Do they both convey the author's meaning? How are they different? Allow students to rewrite all or parts of the prompt in their home language to help them better understand the prompt.

### *Light*

Encourage students to find a paragraph that shows how the author's word choices impact the text. Encourage students to express opinions about the text in their discussions.

Encourage students to point out the literary elements in the text and analyze their effect on the reader's experience.

Challenge students to paraphrase one of the quotes in *The Mighty Mars Rovers*. Have students explain their writing plan in a sentence or two.

**Language:** Verbs Be, Have; Verb Phrases with Be and Have

### **Foundational Skills (K-5):**

Decoding: Unstressed syllables

Spelling: Words with unstressed syllables

Fluency: Intonation

### Week 7

**Reading:** Great Discoveries and Amazing Adventures & SpaceShipOne

### **Focus:**

- Make connections to other texts
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

**Vocabulary:** ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution

**Activity:** Entrance/Exit Ticket, review learning targets, review author's craft, revisit descriptive language and sensory details, theme, sequence of events, cause and effect

## **Writing:**

**Language Dive:** On the outskirts of the city the steep hillsides were terraced for farming, and fertile soil was brought up from the valley to grow sweet potatoes, sugarcane, yucca, and corn.(Great Discoveries pg.102)

Focus on commas in a series, compound words and plural nouns

-s, -es (hillsides, outskirts, potatoes)

Deconstruct - What is the meaning of this sentence? There is a word in this sentence that you may not know: outskirts. Place your finger on outskirts. Is there a word that you know that is similar to this word? What is it? What are compound words? Underline three compound words in the sentence. Use a forward slash to separate the compound words into simple words. How are commas used in this sentence?

Reconstruct - What other questions can we ask that will help us understand this sentence? Have you seen similar sentences in your reading? Where? How can similar sentences be used in your writing? Now what do you think is the meaning of this sentence?

Practice & Transfer- Students will use the structure of the language dive as they say and write their own sentences.

**Differentiation:** ELL Support and SpED

*Substantial*

Author's craft questions: What emotions does the author provide that make the text more interesting? What words, details, or descriptions does the author use that help you better understand the text?

*Moderate*

Supply this frame: I think the author's message is \_\_\_\_ because \_\_\_\_\_. Guide students to complete sentence frames, such as: The author's voice is \_\_\_\_\_. I can tell because \_\_\_\_\_.

*Light*

Encourage students to explain the relationship between ideas of each section to determine the overall central idea of the text.

Have students work in pairs to create a list of different types of author's voices found in writing.

**Language:** Titles in Italics, titles in punctuation marks

**Foundational Skills (K-5)**

Decoding: Unstressed Final Syllables

	<p>Spelling: Words with Final /ĭj/, /ĭv/, /ĭs/</p> <p>Fluency: Accuracy and Self-Correction</p> <p><b><u>Week</u></b></p> <p><b>Performance Task</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>● Organize ideas using various strategies</li> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Provide a general observation and focus</li> <li>● Group related information logically</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information</li> <li>● Use transitional words, phrases, and clauses</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Write a conclusion related to the information or explanation</li> </ul> <p>Throughout this Module, you have been learning about different factors that contribute to the success of inventors and explorers. While some discoveries and inventions result from pure chance, or serendipity, most involve years of questioning, experimentation, and even failure. Think about the personal qualities that these inventors and explorers may have that contributed to their success. In your opinion, what three personal qualities contribute to the success of an inventor or explorer?</p> <p style="padding-left: 40px;">Write an essay that includes the three most important personal qualities that contribute to the success of an inventor or explorer. Use details from the texts or articles to support your response.</p>
<p>Experiences (virtual and live field trips)</p>	<p><b><u>Virtual Field Trip: NASA</u></b>  <a href="https://www.youtube.com/watch?v=fAq5rjie02c">https://www.youtube.com/watch?v=fAq5rjie02c</a></p> <p><b><u>Virtual Field Trip: Kennedy Space Center</u></b>  <a href="https://www.youtube.com/watch?v=CfgtSA4qxVY">https://www.youtube.com/watch?v=CfgtSA4qxVY</a></p>
Resources	
Additional Writing Opportunities (Alternative)	

- Reread paragraphs 5–6 on page 87 of “Into the Unknown: Above and Below”. Write a paragraph explaining how the author organizes, or structures, ideas in this part of the text? What words or phrases help you understand each step of the balloon’s movement? Why does the author use this structure?
- Analyze the author’s craft in “SpaceShipOne.” How does the point of view help you imagine what is happening? What does the author’s language reveal about him or her

#### NEWSLA

[https://newsela.com/read/elem-inventors-hall-of-fame/id/43869/?collection\\_id=339](https://newsela.com/read/elem-inventors-hall-of-fame/id/43869/?collection_id=339)

<https://newsela.com/read/young-scientists/id/2001008173/>

<https://newsela.com/read/invention-of-slip-n-side/id/2001010769/>

[https://newsela.com/read/bio-inventor-nikola-tesla/id/19022/?collection\\_id=339](https://newsela.com/read/bio-inventor-nikola-tesla/id/19022/?collection_id=339)

#### BrainPOP

<https://www.brainpop.com/science/energy/thomasedison/>

<https://www.brainpop.com/technology/scienceandindustry/engineeringdes>

#### Reading Plus

<https://educator.readingplus.com/>

#### hnhco.com website

<https://www.hnhco.com/ui/login/>

Close Read Passage : [Around and Around](#)

Get Epic: Video : [The Inventor's Secret](#)

[Readworks.org](#) Digging up the past

Pacing/ Time Frame:

6 weeks

