

***Dumont Public Schools***  
***Dumont, New Jersey***

# **ENGLISH LANGUAGE ARTS (ELA)**

## **GRADE 5 CURRICULUM MAP**

***\*REVISED June 2018 by ELA Curriculum Committee***

***Aligned to the New Jersey Student Learning Standards***

**[Born Date: August 24, 2017]  
B.O.E. Adopted August 23, 2018**

**Grade 5 Unit #1**  
**Cultural Understanding**  
**Estimated Time Frame: 44 Days**

**OVERVIEW:** The thematic focus of this unit will be to study and understand various cultures. As students explore, they will further their understanding in skills relating to fiction, non-fiction, and explanatory writing.

**COMMON KEY WORDS/ACADEMIC VOCABULARY (Review to Skills Overview  
Page XVI-XVII in Reading Street)**

- Point of View
- Hyperbole
- Imagery
- Idioms
- Sensory details
- Character & Plot
- Monitor & clarify
- Sequence
- Cause & Effect
- Summarize
- Theme & Setting
- Inferring
- Fact & Opinion
- Questioning
- Text Structure
- Graphic Sources
- Organization
- Voice
- Focus and Ideas
- Word Choice
- 4 Types of Sentences
- Subject and Predicate
- Independent and Dependent Clauses
- Compound and Complex Sentences
- Common, Proper and Collective Nouns

**ESSENTIAL QUESTIONS:**

- How do good readers recognize figurative language in the text?
- How do good readers make inferences using textual informational and provide supporting evidence?
- How do good writers develop well-written products that use multiple paragraphs starting with an introduction and end with a conclusion?

## **STANDARDS:**

### **RL:**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### **RI:**

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Determine the meaning of words and phrases in a text relevant to a *grade 5 topic or subject area*.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **WR:**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within and across categories 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.
3. Provide a concluding statement or section related to the information or explanation presented.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - a. Produce text (print or non-print) that explores a variety of cultures and perspectives.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**S&L:** 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

2. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
  - a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - b. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
  - c. 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.
  - d. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 38 for specific expectations.)

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.

- e. Spell grade-appropriate words correctly, consulting references as needed
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  4. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
  5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
    - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrase

6. 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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
7. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

### **INTEGRATED INTERDISCIPLINARY/SOCIAL STUDIES STANDARDS:**

- 6.1.8.A.3.g** Evaluate the impact of the Constitution and Bill of Rights on current day issues
- 6.1.8.A.3.a** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

### **COMMON TEXTS:**

(Estimated time frame: Pearson stories 1 week each-Maniac Magee 3 weeks)

**LITERARY:** *Maniac Magee* –Jerry Spinelli (820)

**Alternate Novel:** *Just Ella* by Margaret Peterson Haddix (Lexile 850)

### **INFORMATIONAL:**

1. What Will I Do in an Emergency
2. Measuring Tornadoes
3. Seven Survival Questions
4. Roberto Clemente: A Baseball Hero
5. Working on the Railroad

### **OTHER SUGGESTED TEXTS:** Pearson Stories:

1. Red Kayak (Lexile: 800)
2. Thunder Rose (Lexile: 910)
3. Island of the Blue Dolphins (Lexile: 1000)
4. Satchel Paige (Lexile: 840)
5. Ten-Mile Day (Lexile: 890)

**MOTIVATION CONNECTIONS:** Introduce the unit by going the following links to meet Jerry Spinelli and understanding his motivation for writing *Maniac Magee*:

<http://www.youtube.com/watch?v=Fv8uUevERTE> Jerry Spinelli interview

<http://www.youtube.com/watch?v=QKX84FRJ748> Introduction to *Maniac Magee*

<http://www.youtube.com/watch?v=52nAfI3lDj0> Writing process of *Maniac Magee*

### **STUDENT PRODUCTS:**

*Open-Ended Response Questions for Unit 1 and Writing Pieces*

**Red Kayak:**

Re-read the section, on pp. 34-38 and summarize how Brady tries to keep Ben alive. Write a paragraph with precise language to explain how Brady responds to this challenge and how the use of first person point of view influences the descriptions of events. Support your conclusions from examples from text including facts and concrete details.

**Writing Focus: How To-Writing Directions (Reading Street Teacher's Manual)**

**Thunder Rose:**

Look back at Thunder Rose and Measuring Tornadoes, using the FJITA scale decide the rating and the damage level of the tornadoes described in Thunder Rose. Then write a well-constructed open-ended response that explains your choices. Carefully re-read both texts to find facts concrete details, and accurate quotations to support your response.

**Writing Focus: Writing a Tall Tale (Reading Street Teacher's Manual)**

**Island of the Blue Dolphins:**

Re-read the section on pp. 94-97 and summarize the process Karana uses to build a fence. Create a list of the steps in chronological order. Then write a paragraph that explains how she creates the fence. Include transitions such as first, next and then to show the chronology of events. Also, include details and descriptions based on the original text in your explanation to support your answer.

**Writing Focus: Writing an Invitation (Reading Street Teacher's Manual)**

**Satchel Paige:**

Look back at Satchel Paige and Roberto Clemente, what do these two baseball players have in common. Write an open-ended constructed response that compares and contrasts information in the biography of Clemente with Biographical information in Satchel Paige. Carefully re-read both texts to find facts concrete details, and accurate quotations to support your response.

**Writing Focus: News Articles (Reading Street Teacher's Manual)**

**Ten Mile Day:**

Re-Read Ten Mile Day on pages 146-159 and summarize the sequence of events in the plot. Take note on how the illustration's corresponds with different parts of the text. Then use precise language to write your response that focuses on how the illustrations clarify and contribute to the text's meaning and tone. Support your explanation with examples from the text, including specific facts, definitions, and concrete details.

**Writing Focus: Expository Composition / Research and Organization (Reading Street Teacher's Manual)**

**Culminating Project:** Pretend Jeffrey Lionel Magee met Satchel Paige or Roberto Clemente. Synthesize the information you have read and state the advice you think the person would give Jeffrey to encourage him. How would Jeffrey react to this advice and would it change him for the future? In your composition, refer back to the texts to support your answer.

## RESEARCH ACTIVITY:

Research an American achievement that seemed impossible to help the student's week 5 writing piece.

## OUTLINE OF LESSONS:

Follow the Pearson Unit #1 teacher guide for weeks 1 through 5 in sequential order. Complete the following:

- Content Knowledge
- Text Based Comprehension
- Vocabulary/Vocabulary Skill
- Conventions
- Literary Terms
- Writing
- Social Studies and Reading

Then read the class novel *Maniac Magee* and view the links that were provided. Cover the common vocabulary throughout the novel and refer back to the Pearson stories and make text-to-text connections when possible.

## ASSESSMENTS:

**Formative:** Use Critical Thinking Questions at the end of every main selection.

**Progress Monitoring:** Use "corrective feedback" and "monitor progress" that is included in your teacher's manual for every story.

**Benchmark:** CCR Weekly Test Student Booklet: Unit 1 (Online Available) and Meeting Challenges (Online Available)

**Summative:** CCR Unit Tests

### Alternative Assessments:

- Open-ended responses to the Pearson and *Maniac Magee* prompts
- Writing Focus Assignments
- Novel Comprehension Quizzes and Test

### ***Writing Focus: Expository Composition / Research and Organization*** ***(Reading Street Teacher's Manual)***

**Culminating Project:** Pretend Jeffrey Lionel Magee met Satchel Paige or Roberto Clemente. Synthesize the information you have read and state the advice you think the person would give Jeffrey to encourage him. How would Jeffrey react to this advice and would it change him for the future? In your composition, refer back to the texts to support your answer.

## ADDITIONAL RESOURCES:

- Pearson- Reader's and Writer's Notebook (pp. 40-92),
- Wordly Wise Student Workbook
- Pearson Sleuth (if available)
- Writing Rubrics and Anchor Papers
- Writing and Research Handbook
- Audio-Text CD's
- Teacher Resources DVD-ROM
- Writing to Sources

## STRATEGIES FOR DIFFERENTIATION:

Use graphic organizers for writing (*Writing and Research Handbook*), teachers can modify tests and quizzes for *Maniac Magee* as needed, study guides/notes for novel can be provided and audio book on tape if available. Each unit can be differentiated for all the Pearson stories. Use the small group

lesson plans provided in your teacher manual and follow the on-level, strategic or advanced levels of scaffolding. In addition, independent stations can be set up for each unit to differentiate each skill. See page 20h-20i in your teacher's manual.

## **INTERDISCIPLINARY CONNECTIONS:**

### **Red Kayak**

Social Studies: Courage; Heroism

*What inspires people to act courageously?*

- Overcoming fears
- Saving someone's life
- Being a hero or heroine
- Anticipating danger

### **Thunder Rose**

Science: Weather; Atmosphere *How can nature challenge us?*

- Unpredictable weather events, such as tornadoes
- Natural disasters
- Predicted by a meteorologist

### **Island of the Blue Dolphin**

Social Studies: Geography; Native Americans

*How do people survive in the wilderness?*

- Having the right tools
- Starting fires and preparing and cooking food
- Staying safe from wild animals

### **Satchel Paige**

Social Studies: Contributions of Women; Segregation

*How do we face personal challenges?*

- Caused by problems of perceived inequality
- Overcome with ambition
- Faced when people work together

### **Ten Mile Day**

Social Studies: Nationalism; Immigration

*What challenges do immigrants encounter?*

- National loyalty
- Finding work
- Facing adversity

## **CONNECTIONS TO TESTING:**

Unit #1 Weekly Tests Student Booklet (Online Testing Available)

Benchmark Test: Meeting Challenges (Online Testing Available)

Open-Ended Responses to Pearson and Maniac Magee Prompts

Weekly Writing Focus Prompts

## **INTEGRATING TECHNOLOGY AND MEDIA:**

E Street Interactive

Interactive Digital Path

Use of laptop cart to write the culminating synthesizing pieces

Digital Transparencies

Let's Practice It!

Audio-Text CD's  
Student Book DVD-ROM

[http://www.nick.com/videos/clip/NTV\\_Maniac\\_Magee\\_full.html](http://www.nick.com/videos/clip/NTV_Maniac_Magee_full.html) Full Maniac Magee movie

\*Additional suggested writing activity: Compare and contrast the novel and the movie

## **Course: Language Arts**

### **Grade Level: 5**

#### **Pacing Guide: Unit 1**

- **Marking Period 1:**

#### **Instructional Materials:**

Pearson Reading Street Curriculum and Supplied Resources

Classroom Novels Listed In The Guide For Each Marking Period

Digital Tools

#### **Suggested strategies for English LANGUAGE LEARNER (ELL) student\***

(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

## **Suggested strategies for Special Education/504 Students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

## **Suggested Strategies for At Risk students\***

(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

## **Suggested Strategies for Gifted and Talented students\***

(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## **Inclusion of 21<sup>st</sup> Century themes and skills**

*Note: Integrated in Guide*

CRP1: Act has a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

## **Personal Financial Literacy**

9.1.8.A.4: Relate earning power to quality of life across cultures.

## **Technology Standards**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete

a variety of tasks.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

**Grade 5 Unit #2**  
**Courage**  
**Estimated Time Frame: 45 Days**

**OVERVIEW:** The major focus of this unit will be to further explore the Revolutionary War. As students study and research the topic they will develop skills in poetry, persuasive and narrative writing, point of view, comparing and contrasting of the same genre and maintaining an emphasis on literary elements.

**COMMON KEY TERMS/ACADEMIC VOCABULARY (Review to Skills Overview Page XVI-XVII in Reading Street):**

- Imagery
- Foreshadowing
- Symbolism
- Point of view
- Rhyme/Rhythm, and Cadence
- Compare and contrast
- Visualize
- Author's Purpose
- Sequencing
- Inferring
- Story structure
- Monitor and clarify
- Background Knowledge
- Theme & Setting
- Sentences
- Voice
- Organization
- Word Choice
- Regular and Irregular Plural Nouns
- Possessive Nouns
- Action and Linking Verbs
- Main and Helping Verbs
- Subject Verb Agreement

**ESSENTIAL QUESTIONS:**

- What are the characteristics of the genre historical fiction?
- How do authors use point of view to tell a story?
- How do writers write stories with multiple paragraphs that develop plot, setting, and an ending

**STANDARDS:**

- RL:**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  4. Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.
  5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
  7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RI:**
1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text
  2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
  3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  4. Determine the meaning of words and phrases in a text relevant to a *grade 5 topic or subject area*.
  5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

- WR:** 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories 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.
3. Provide a concluding statement or section related to the information or explanation presented.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- a. Produce text (print or non-print) that explores a variety of cultures and perspectives.
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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - 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.
  - e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
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  - c. 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.
  - d. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.\* Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*

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

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

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

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

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photography, 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 keywords and phrases.

5. 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.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

## **INTEGRATED INTERDISCIPLINARY/SOCIAL STUDIES STANDARDS:**

**6.1.8.D.3.a** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies that led to the American Revolution.

**6.2.8.B.2.a** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

## **COMMON TEXTS:**

(Estimated time frame: Pearson stories 1 week each-  
My Brother Sam is Dead 3 weeks)

**LITERARY:** My Brother Sam is Dead by James and Christopher Collier (Lexile 770)

## **INFORMATIONAL:**

**For Unit #2 use:**

1. The Eagle and the Bat
2. How to Fold the American Flag (website)
3. The Story of Phan Ku
4. Thunderbird
5. Killer Whale
6. The Heroic Paul Revere

## OTHER SUGGESTED TEXTS:

- Unit #2 Pearson Stories:**
1. At the Beach (Lexile 730)
  2. Hold the Flag High (Lexile 940)
  3. The Ch'i-lin Purse (Lexile 780)
  4. A Summer's Trade (Lexile 780)
  5. The Midnight Ride of Paul Revere (Lexile N/A)

**Alternate Novel: *The Fighting Ground* by Avi**

**MOTIVATION CONNECTIONS:** Introduce the unit by going to the following links to visually see the setting of *My Brother Sam is Dead* and have an understanding of the Revolutionary War.

<http://www.youtube.com/watch?v=fb5thY6yMkk>

<http://www.historyofredding.com/index.html> (additional charge)

<http://www.youtube.com/watch?v=Wjfrexe61XI>

**Writing Focus: Expository Composition / Research and Organization**  
**(Reading Street Teacher's Manual)**

**Culminating Project:** Pretend Jeffrey Lionel Magee met Satchel Paige or Roberto Clemente. Synthesize the information you have read and state the advice you think the person would give Jeffrey to encourage him. How would Jeffrey react to this advice and would it change him for the future? In your composition, refer back to the texts to support your answer.

**Point of View Project:** Famous Battles in the News

**Open-Ended Response Questions for Unit #2:**

**At the Beach:**

Reread *At The Beach* and the legend "The Eagle and the Bat" and focus on the lessons the characters learn about honorable behavior. Use details from both texts to write a response that retells the events from both stories with emphasis on their differing outcomes. Carefully reread both texts and include details from the texts in your response.

**Writing Focus: Description Using Vivid Language (Reading Street Teacher's Manual)**

**Hold the Flag High:**

Reread the section on pp. 213-216 and retell the sequence of events on the day of the battle. Use details from the text to write a one-paragraph fantasy retelling the experiences from the flag's perspective. Establish the situation in the story and organize the events in a natural way. Make sure to include pacing similar to that of the original text in your narrative.

**Writing Focus: Informal Letter (Reading Street Teacher's Manual)**

**The Chi-lin Purse:**

Reread the story on pp. 238-249 and retell the sequence of events. Make notes about the details, characters, and main events. Then write a one-paragraph letter retelling the events from Mrs. Lu's perspective, based on details from the story. Use first-person point of view to establish Mrs. Lu as the narrator. Use transitions, such as first, next and then, to show the sequence of events. Also include concrete words and phrases to convey experiences and events.

**Writing Focus: Poetry (Reading Street Teacher's Manual)**

### **A Summer's Trade:**

Look back at *A Summer's Trade* and "Thunderbird and Killer Whale" and consider what Tony and Killer Whale might say about sacrifices. Compare and contrast each character's story. Then write a short dialogue between Tony and Killer Whale that reveals how each character saved something important. Include details from both texts to create your dialogue. Carefully reread both texts to find specific facts and sensory details to include in your dialogue.

**Writing Focus: Personal Narrative: Doing the Right Thing** (*Writing and Research Handbook p 10-15*)

### **The Midnight Ride of Paul Revere:**

Reread the poem on pp. 296-307 and retell the sequence of events. List the main events as they occur and make notes about the details, characters, and action. Then write a narrative paragraph retelling the events from the point of view of a British soldier, based on details from the poem. Use transitions, such as after a few hours, later and finally, to show sequence. Be sure to include sensory details to convey experiences and events.

**Writing Focus: Historical Fiction / Research and Organization** (*Reading Street Teacher's Manual*)

### **OUTLINE OF LESSONS:**

Follow the Pearson Unit #2 teacher guide for weeks 1 through 5 in sequential order. Then read the class novel *My Brother Sam Is Dead* and view the links that were provided. Cover the common vocabulary throughout the novel and refer back to the Pearson stories and make text-to-text connections when possible.

### **ASSESSMENTS:**

**Progress Monitoring:** Use "corrective feedback" and "monitor progress" that is included in your teacher's manual for every story.

**Formative Assessments:** Critical Thinking questions at the end of every main selection.

**Benchmarks:** Use assessments that are located on Day 5 for each story.

Weekly Test Student Booklet: Unit 2 (Available Online)

**Benchmark Test:** Doing the Right Thing (Available Online)

Open-ended responses to the Pearson and *My Brother Sam is Dead* prompts

**Summative:** CCR Weekly Tests

**Alternative Assessments:**

Narrative Essay

Novel Comprehension Quizzes and Tests

Research Project: **Writing Focus: Expository Composition / Research and Organization** (*Reading Street Teacher's Manual*)

**Culminating Project:** Pretend Jeffrey Lionel Magee met Satchel Paige or Roberto Clemente. Synthesize the information you have read and state the advice you think the person would give Jeffrey to encourage him. How would Jeffrey react to this advice and would it change him for the future? In your composition, refer back to the texts to support your answer.

### **ADDITIONAL RESOURCES:**

Pearson- Reader's and Writer's Notebook (pp. 40-92),

Wordly Wise Student Workbook

Pearson Sleuth (if available)

Writing Rubrics and Anchor Papers

Writing and Research Handbook

Audio-Text CD's

Teacher Resources DVD-ROM

### **STRATEGIES FOR DIFFERENTIATION:**

Use graphic organizers for writing (*Writing and Research Handbook*), teachers can modify tests and quizzes for *My Brother Sam is Dead* as needed, study guides/notes for novel can be provided and audio book on tape if available. Each unit can be differentiated for all the Pearson stories. Use the small group lesson plans provided in your teacher manual and follow the on-level, strategic or advanced levels of scaffolding. In addition, independent stations can be set up for each unit to differentiate each skill.

### **INTERDISCIPLINARY CONNECTIONS:**

#### **At the Beach**

Social Studies: Personal Responsibility; Citizenship

*Why is honesty important?*

- Is the moral way to act
- Shows that a person has integrity
- Shows that a person has principals
- Is honorable

#### **Hold the Flag High**

Social Studies: Personal Responsibility; Citizenship

*What are the risks in helping others?*

- Require bravery
- Require sacrifice
- Ensure that their lives will be better

#### **The Ch'i-lin Purse**

Social Studies: Cultures; Ancient Civilizations

*What are the rewards of helping others?*

- Favors that are returned
- A good feeling inside
- Praise
- Knowledge of doing the right thing

#### **A Summer's Trade**

Social Studies: Citizenship; Personal Responsibility

*Why do people make sacrifices for others?*

- Is a way we show people we love them
- Means doing the right thing and not the easy thing
- Allows people involved to win and improve themselves

#### **The Midnight Ride of Paul Revere**

Social Studies: Colonial America; American Revolution

*How can people promote freedom?*

- Taking action
- Supporting leaders
- Having national pride
- Battles and battlefields

**CONNECTIONS TO TESTING:**

Unit #2 Weekly Tests Student Booklet

Benchmark Test: Doing the Right Thing

Open-Ended Responses to Pearson and My Brother Sam is Dead Prompts

Narrative and Expository Essays

**INTEGRATING TECHNOLOGY AND MEDIA:**

E Street Interactive

Interactive Digital Path

Use of laptop cart to write the culminating synthesizing pieces

Digital Transparencies

Let's Practice It!

Audio-Text CD's

Student Book DVD-ROM

**Content/Area****Course: Language Arts****Grade Level: 5****Pacing Guide: Unit 2**

- **Marking Period 2:**

**Instructional Materials:**

Pearson Reading Street Curriculum and Supplied Resources

Classroom Novels Listed In The Guide For Each Marking Period

Digital Tools

**Suggested strategies for English LANGUAGE LEARNER (ELL) student\***

(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

## **Suggested strategies for Special Education/504 Students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

## **Suggested Strategies for At Risk students\***

(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

## **Suggested Strategies for Gifted and Talented students\***

(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## **Inclusion of 21<sup>st</sup> century themes and skills**

*Note: Integrated in Guide*

CRP1: Act has a responsible and contributing citizen and employee.

CRP3: Attend to personal health and financial well being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP11: Use technology to enhance productivity.

## **Personal Financial Literacy**

9.1.8.A.2: Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.5: Relate how the demand for certain skills determines an individual's earning power.

9.1.8.A.6: Explain how income affects spending decisions.

## **Technology Standards**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the

personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

**Grade 5 Unit #3**  
**Adapting**  
**Estimated Time Frame: 45 Days**

**OVERVIEW:** The major focus of this unit will be learning about overcoming obstacles and enduring courage in life events and undue circumstances. As the student's study and research the topic they will develop skills in narrative poetry, friendly and persuasive letter writing and maintaining an emphasis on literary elements.

**COMMON KEY TERMS/ACADEMIC VOCABULARY (SKILLS OVERVIEW PAGES XVI- XVII):**

- Idioms
- Hyperbole
- Metaphor
- Figurative Language: Simile
- Drawing Conclusions
- Generalize
- Graphic Sources
- Questioning
- Predict and Set Purpose
- Important Ideas
- Story Structure
- Visualize
- Focus/Ideas
- Sentences
- Conventions
- Word Choice
- Voice
- Subject and Object Pronouns
- Pronouns and Antecedents
- Possessive Pronouns
- Indefinite and Reflexive Pronouns
- Using Who and Whom

**ESSENTIAL QUESTIONS:**

- How do good writers use specific words and vary the complexity of their sentences to make stories exciting?
  - How do rules of language affect communication?
  - How do good readers construct meaning from a text?
- How do good readers make connections and compare literature to make it relevant and useful?

## **STANDARDS:**

- RL:**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
  4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  6. Describe how a narrator's or speaker's point of view influences events are described.
    - a. Recognize and describe how an author's background and culture affects his or her perspective.
  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RI:**
1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text
  2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
  3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
  7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WR:** 3. Provide a concluding statement or section related to the information or explanation presented.

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

a. Produce text (print or non-print) that explores a variety of cultures and perspectives.

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

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

**S&L:** 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.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

e. Seek to understand and communicate with individuals from different perspectives and

cultural backgrounds.

2. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
  - a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - b. Summarize the points a speaker makes and explain how each claim supported by reasons and evidence.
  - c. 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.
  - d. Include multimedia components (e.g., graphics, sound) and visual display in presentations when appropriate to enhance the development of main ideas or themes.
  - e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed
4. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
6. 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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
7. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

## INTEGRATED INTERDISCIPLINARY/ SOCIAL STUDIES STANDARDS:

**6.1.8.D.5.a** Prioritize the causes and events that led to the Civil War from different perspectives.

**6.1.8.D.5.b** Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

### COMMON TEXTS:

**LITERARY:** Novel: *Chasing Lincoln's Killer* by James Swanson (Lexile 980)

**Alternate Text:** Helen Keller a Photographic Story of a Life by Leslie Garrett (Lexile 890)

### INFORMATIONAL:

**Unit #2** Pearson Stories: 1. Weslandia (Lexile 1020)  
2. Tripping Over the Lunch Lady (Lexile 790)  
3. Exploding Ants (Lexile 1020)  
4. The Stormi Giovanni Club (Lexile N/A)  
5. The Gymnast (Lexile 980)

**OTHER SUGGESTED TEXTS:** Companion pieces are available for each unit. For Unit #3 use: Under the Back Porch, Square Dancing, The Art of Mimicry, The Extra Credit Club, and All About Gymnastics,

**MOTIVATION CONNECTIONS:** Introduce the unit by going to the following links to meet James Swanson and understanding his motivation for writing *Chasing Lincoln's Killer*.

<http://www.youtube.com/watch?v=90JCI19awpM> (James Swanson Interview)

[www.youtube.com/watch?v=uTioiL1k57w](http://www.youtube.com/watch?v=uTioiL1k57w) (Introduction to *Chasing Lincoln's Killer*)

<http://www.youtube.com/watch?v=sg6DNE1Pav8> (James Swanson and Ford's Theater)

### A Virtual Tour of Ford's Theater

Guide students to this [virtual tour of Ford's Theater](#). It includes photos of the theater today as well as many artifacts and primary sources from the time of President Lincoln's assassination.

<http://www.youtube.com/watch?v=bUjG1HSSaGI> "Batman and Abe Lincoln vs. John Wilkes Booth" View before writing assignment

### STUDENT PRODUCTS:

**Narrative Writing: Research Project:** Create a PowerPoint presentation on a historical event. New Jersey State Learning Standards by the end of 5<sup>th</sup> grade the students should be able to conduct research projects that use several sources to build knowledge through investigation. Therefore, they must get at least three resources for their topic. They can use and print out information from the Internet, but that only counts as one source. Students can use a combination of books, magazines, encyclopedias, and dictionaries, etc.

**Open-Ended Constructed Response:** John Wilkes Booth had high hopes to help the South regain the Union. Explain Booth's plans. Did he accomplish his goal? Use evidence from the text to support your response.

**Ending Writing Unit:****Narrative: (show Batman and Abe Lincoln vs. John Wilkes Booth video)**

Ask students to use their imaginations to change one historical event that would save Abraham Lincoln's life from John Wilkes Booth's assassination. Encourage students to reread the assassination scene beginning on page 35. Have them use Swanson's style of writing and change one circumstance that would prevent the assassination. Encourage students to exchange papers to share their historical revisions, or project responses and share several examples on the whiteboard.

**Open-Ended Response Questions for Unit #3:****Weslandia:**

Reread the story on pp. 32-37 and summarize the things Wesley makes from "swist." Then write a response that tells how Wesley uses the plant to create his civilization, Weslandia. Use concrete details, such as facts and examples, from the text to explain what makes up Wesley's civilization. Include linking word phrases, such as *in contrast* and *especially*, to make your explanation clear. Conclude your response with a statement that summarizes your explanation.

**Writing Focus: Writing a Picture Book (Reading Street Teacher's Manual)**

**Tripping Over the Lunch Lady:**

Reread *Tripping Over the Lunch Lady* on pp. 52-67 and focus on the illustrations. Take notes on how the illustrations correspond to different parts of the story. Then write a response that focuses on how the illustrations contribute to the meaning and tone of the text. Support your explanation with examples from the text, including concrete details and precise language that describes the illustrations.

**Writing Focus: A Friendly Letter (Reading Street Teacher's Manual)**

**Exploding Ants:**

Look back at *Exploding Ants* and "The Art of Mimicry." How do animals use their bodies in unusual ways? Write a response retelling these facts from the texts in a new way. Use subheadings such as "Eating Habits" or "Defensive Strategies" to explain related information. Including linking words, such as *similarly* or *specifically*, to make your explanation clear. Carefully reread both texts to find facts, concrete details, and accurate quotations to support your explanation.

**Writing Focus: A Formal Letter (Reading Street Teacher's Manual)**

**The Stormi Giovanni Club:**

Reread the dialogue on pp. 113-114 and pp. 118-119 and focus on the conversations between Stormi and her parents. Then write a response that compares and contrasts Storm's mom and dad. Use concrete details, such a specific dialogue, from the text to help you draw a conclusion about Stormi's relationship with her parents. Conclude your response with a statement that summarizes your explanation.

**Writing Focus: A Narrative Poem (Reading Street Teacher's Manual)**

**The Gymnast:**

Reread the autobiography on pp. 144-151 and focus on the key events regarding gymnastics. Create a list of the events in chronological order. Then write a response that explains how the narrator's viewpoint toward the sport changes. Include transitions, such as *first*, *next*, and *then*, to show the chronology of events. Also include accurate quotations and concrete details based on the original text in your explanation.

## **Writing Focus: Autobiographical Sketch (Reading Street Teacher's Manual)**

### **OUTLINE OF LESSONS:**

Follow the Pearson Unit #3 teacher guide for weeks 1 through 5 in sequential order. Then read the class novel *Chasing Lincoln's Killer* and view the links that were provided. Cover the common vocabulary throughout the novel and refer back to the Pearson stories and make text-to-text connections when possible.

### **ASSESSMENTS:**

**Formative:** Use Critical Thinking Questions at the end of every main selection.

**Progress Monitoring:** Use "corrective feedback" and "monitor progress" that is included in your teacher's manual for every story.

**Benchmark:** CCR Weekly Test Student Booklet: Unit 3 (Online Available) and Adapting (Online Available)

**Summative:** CCR Unit Tests

**Alternative Assessments:** Open-ended responses to the Pearson and *Chasing Lincoln Killer* prompts

Novel Comprehension Quizzes and Test

Open-ended responses to the Pearson Stories

Narrative Essay

Expository Essay

**Research Project: Narrative Writing: Research Project:** Create a PowerPoint presentation on a historical event. New Jersey State Learning Standards by the end of 5<sup>th</sup> grade the students should be able to conduct research projects that use several sources to build knowledge through investigation. Therefore, they must get at least three resources for their topic. They can use and print out

### **ADDITIONAL RESOURCES:**

Pearson- Reader's and Writer's Notebook (pp. 247-311),

Wordly Wise Student Workbook

Pearson Sleuth (if available)

Writing Rubrics and Anchor Papers

Writing and Research Handbook

Audio-Text CD's

Teacher Resources DVD-ROM

Writing to Sources

### **STRATEGIES FOR DIFFERENTIATION:**

Use graphic organizers for writing (*Writing and Research Handbook*), teachers can modify tests and quizzes for *Chasing Lincoln's Killer* as needed, study guides/notes for novel can be provided and audio book on tape if available. Each unit can be differentiated for all the Pearson stories.

Use the small group lesson plans provided in your teacher manual and follow the on-level, strategic or advanced levels of scaffolding.

In addition, independent stations can be set up for each unit to differentiate each skill.

## **INTERDISCIPLINARY CONNECTIONS:**

### **Weslandia**

Social Studies: Individual Development; Courage

*How do people adapt to difficult situations?*

- Creating things to make life easier
- Being flexible
- Having courage and determination
- Changing to deal with situations

### **Tripping Over the Lunch Lady**

Social Studies: Individual Development; Courage

*How do people overcome obstacles?*

- Coming up with ingenious ideas to conquer them
- Being resilient when you are trying to adapt
- Being persistent

### **Exploding Ants**

Science: Environments/Biomes; Adaptations

*How do animals adapt to survive?*

- In different ways and for many reasons
- To protect themselves from enemies
- To hunt prey
- To survive in their environments

### **The Stormi Giovanni Club**

Social Studies: Individual Development; Communication

*How do people adapt to new places?*

- Getting used to a new country
- Getting used to a new school
- Having courage and determination
- Overcoming obstacles

### **The Gymnast**

Social Studies: Individual Development; Sports

*Why do people try and change themselves?*

- Becoming physically fit
- Studying and perfecting your talents
- Practicing what you know
- Increasing your knowledge

## **CONNECTIONS TO TESTING:**

Unit #4 Weekly Tests Student Booklet (Online Available)

Benchmark Test: Adapting (Online Available)

Open-Ended Responses to Pearson Stories

Narrative and Expository Essays

## **INTEGRATING TECHNOLOGY AND MEDIA:**

E Street Interactive  
Interactive Digital Path  
Use of laptop cart to write the culminating synthesizing pieces  
Digital Transparencies  
Let's Practice It!  
Audio-Text CD's  
Student Book DVD-ROM

### **Content/Area**

**Course: Language Arts**

**Grade Level: 5**

**Pacing Guide: Unit 3**

**Marking Period 3:**

**Instructional Materials:**

Pearson Reading Street Curriculum and Supplied Resources  
Classroom Novels Listed In The Guide For Each Marking Period  
Digital Tools

### **Suggested strategies for English LANGUAGE LEARNER (ELL) student\***

(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

## **Suggested strategies for Special Education/504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

## **Suggested Strategies for At Risk students\***

(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

## **Suggested Strategies for Gifted and Talented students\***

(See Teacher's Resources for More Strategies)

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## **Inclusion of 21<sup>st</sup> century themes and skills**

*Note: Integrated in Guide*

CRP1: Act has a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP8: Utilize critical thinking to make sense persevere and solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

## **Personal Financial Literacy**

9.1.8.A.5: Relate how the demand for certain skills determines individual's earning power.

## **Technology Standards**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.5 Create and use a database to answer basic questions.

8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the

personal consequences of inappropriate use of technology and social media.

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8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

**Grade 5 Unit 4**  
**The Unexpected**  
**Estimated Time Frame: 44 Days**

**OVERVIEW:** The thematic focus of this unit will be to study and understand the different types of family structures, struggles, and dynamics. As students explore, they will further their understanding and skills in poetry, narrative, nonfiction, and expository writing.

**Common Key Terms/Academic Vocabulary (Reading Street Skills Overview Page XVI-XVII):**

- **Sensory Details**
- **Word Choice**
- **Foreshadowing**
- **Symbolism**
- **Point of View**
- **Draw Conclusions**
- **Main Idea/Details**
- **Compare and Contrast**
- **Fact and Opinion**
- **Sequence**
- **Important Ideas**
- **Text Structure**
- **Story Structure**
- **Predict and Set Purpose**
- **Background Knowledge**
- **Voice**
- **Focus/Ideas**
- **Organization**
- **Modifiers**
- **Conjunctions**
- **Commas**
- **Quotation/Quotation Marks**
- **Punctuation**

**ESSENTIAL QUESTIONS:**

- How do good writers express themselves?
- How does the process shape the writer's product?
- How do students gather research from different sources for specific purposes?
- How can discussion increase the student's knowledge and understanding of a novel and short passage

**STANDARDS:**

**RL:**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem

reflects upon a topic; summarize the text.

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**RI:**

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WR:** 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related

information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories 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 concluding statement or section related to the information or explanation presented.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- a. Produce text (print or non-print) that explores a variety of cultures and perspectives.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **S&L:**

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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - 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.

- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
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.

**Language:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
  
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed
  
4. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
  
5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

- c. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- d. Interpret figurative language, including similes and metaphors, in context.
  - e. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

## **INTEGRATED INTERDISCIPLINARY/SOCIAL STUDIES STANDARDS:**

**6.1.12.D.11.d** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

**6.1.12.A.11.e** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

## **COMMON TEXTS:**

**LITERARY:** *Escape: Children of the Holocaust* by Allan Zullo (Lexile 940)  
Alternate Novel: *Great Gilly Hopkins* by Katherine Paterson (Lexile 800)

## **INFORMATIONAL:**

**UNIT #6** Pearson Stories:

- The Animals in My Life
- City Hawks
- Prometheus
- The Fire Bringer
- The Mystery of the Hindenburg Disaster
- Sweet Music in Harlem: Author's Note

## **OTHER SUGGESTED TEXTS: Pearson:**

- The Truth About Austin's Amazing Bats (Lexile 940)
- The Mystery of Saint Matthew Island (Lexile 990)
- King Midas and the Golden Touch (Lexile 890)
- The Hindenburg (Lexile 1000)
- Sweet Music in Harlem (Lexile 860)

**MOTIVATION CONNECTIONS:** Introduce the unit by going to the following suggested links to obtain information of the Holocaust. Please use at the teacher's discretion.

After School Special: *The Wave* (if available)

<http://www.youtube.com/watch?v=pN34rakx7Kw>

[http://www.teachertube.com/viewVideo.php?video\\_id=46](http://www.teachertube.com/viewVideo.php?video_id=46)

The Number of Great-Grandpa's Arm:

[the number on great grandpas arm](#)

## STUDENT PRODUCTS:

**Expository Essay:** After reading each of the personal accounts of the children in Escape,

- Which story was most inspirational to you?
- What do you feel was this child's most difficult experience they had to deal with?
- What lesson did you learn as a result of reading this book?
- Optional World War Two Unit with PowerPoint Presentation

**(Optional) Research:** Family Life: Egg Project-lessons taught by nurse on personal changes, Future Career paragraph, Egg Book with supplies and prices needed for the egg, care of actual (hard-boiled) egg for 5 days, daily egg journal, final explanatory 5 paragraph essay on 3 valuable lessons learned on obstacles faced.

### ***Open-Ended Response Questions for Unit #4:***

#### **Austin's Amazing Bats:**

Reread the section on pp. 326-335 and retell the facts. Take notes on details about bats, such as behavioral traits and eating habits. Then write a short story from the bat's perspective. Establish the situation by explaining why some people might be afraid of bats. Then use description to develop a narrative of the bats' positive experience in Austin. Include transitional words and phrases to clarify the sequence of events.

***Writing Focus: Narrative: Journal Entry (Reading Street Teacher's Manual)***

#### **Saint Matthew Island:**

Look back at *The Mystery of Saint Matthew Island* and "City Hawks" and compare and contrast the factors that threaten the animal's survival. Then write a two-paragraph newspaper article that retells the animals' experiences. Reread both texts carefully to find details to include in your narrative. Remember to organize your narrative so that events unfold naturally and use concrete words and phrases in your descriptions.

***Writing Focus: Narrative / Mystery (Reading Street Teacher's Manual)***

#### **King Midas:**

Reread the myth on pp. 378-392 and retell the story's plot. Make a list of events as they occur in chronological order and take notes on the details, facts and setting. Then write a short narrative response retelling of the story from Aurelia's perspective. Use first-person point of view to introduce Aurelia as the narrator. Organize the events in a natural way, and use narrative techniques, such as dialogue and pacing, to develop the events.

***Writing Focus: Narrative / Parody (Reading Street Teacher's Manual)***

#### **The Hindenburg:**

Look back at *The Hindenburg* and "The Mystery of the Hindenburg Disaster" and compare and contrast the eyewitness accounts given by Helmut Lau and Werner Franz. Then write a short response that retells the story of the Hindenburg disaster using the most effective details. Reread both texts

carefully to find concrete words and phrases to include in your narrative.

**Writing Focus: Argumentative Persuasive Critical Review (Reading Street Teacher's Manual)**

## **STUDENT PRODUCTS:**

### **Sweet Music in Harlem:**

Reread the text on pp. 443-451 and retell the sequence of events. Keep track of events as they occur in chronological order, and take notes on the details, facts and settings. Then write a journal response from C.J.'s perspective. Use first-person point of view to establish C.J. as the narrator. Use transitions, such as *first*, *next* and *last*, to clarify the order of events. Also use description and pacing to develop events.

**Writing Focus: Personal Narrative (Reading Street Teacher's Manual)**

## **OUTLINE OF LESSONS:**

Follow the Pearson Unit #6 teacher guide for weeks 1-5 in sequential order. Then read the class novel, *Escape Children of the Holocaust*, and view the links provided. Cover the common vocabulary throughout the novel and refer back to the Pearson stories and make text-to-text connections when possible.

## **ASSESSMENTS:**

**Progress Monitoring:** Use "corrective feedback" and "monitor progress" that is included in your teacher's manual for every story.

**Formative Assessment:** Use assessments that are located on Day 5 for each story.

**Benchmark:** Weekly Test Student Booklet: Unit 6 (Online Available)

**Benchmark Test:** The Unexpected (Online Available)

**Summative:** CCR Unit Tests

**Alternative Assessments:** Open-ended responses to the Pearson Stories

Narrative Writing

Expository Essay

Novel Open Ended Questions

Expository Essay: After reading each of the personal accounts of the children in Escape,

- Which story was most inspirational to you?
- What do you feel was this child's most difficult experience they had to deal with?
- What lesson did you learn as a result of reading this book?
- Optional World War Two Unit with PowerPoint Presentation

## **ADDITIONAL RESOURCES:**

Pearson- Reader's and Writer's Notebook (pp. 385-437),

Wordly Wise Student Workbook

Pearson Sleuth (if available)

Writing Rubrics and Anchor Papers

Writing and Research Handbook

Audio-Text CD's

Teacher Resources DVD-ROM

Writing to Sources

## **STRATEGIES FOR DIFFERENTIATION:**

Use graphic organizers for writing (*Writing and Research Handbook*) and each unit can be differentiated for all the Pearson stories. Use the small group lesson plans provided in your teacher manual and follow the on-level, strategic or advanced levels of scaffolding.

In addition, independent stations can be set up for each unit to differentiate each skill.

## **INTERDISCIPLINARY CONNECTIONS**

### **The Truth About Austin's Amazing Bats**

Science: Habitats; Unintended Consequences

*How can unplanned situations have positive outcomes?*

- Lead to the most amazing things
- Lead to great inventions and discoveries
- Help us conquer our fears

### **The Mystery of St. Matthew Island**

Science: Plants and Animals; Conservation; Ecosystems

*What unexpected effects can humans have on nature?*

- By helping wildlife survive
- By harming plant and animal life
- By depleting natural resources
- In both positive and negative ways

### **King Midas and the Golden Touch**

Social Studies: Mythology; Unexpected Outcomes

*How can we learn from the results of our actions?*

Results from our actions can be:

- Making mistakes
- Winning or losing competitions
- Unforeseen
- Positive or negative

### **The Hindenburg**

Social Studies: U.S. History; Transportation

*How can unexpected encounters reveal hidden dangers?*

- Using safe vehicles
- Being aware of where you are
- Avoiding calamity
- Being prudent

## **Sweet Music in Harlem**

Social Studies: 20<sup>th</sup> Century Culture; U.S. History; Entertainment

*What unexpected influence do we have on those around us?*

- The careers of others
- Wealth and celebrity
- People with great talent and fervor
- Family and friends

### **CONNECTIONS TO TESTING:**

Unit #6 Weekly Tests Student Booklet (Online Available)

Benchmark Test: The Unexpected (Online Available)

Open-Ended Responses to Pearson Stories

Narrative and Expository Essays

### **INTEGRATING TECHNOLOGY AND MEDIA:**

E Street Interactive

Interactive Digital Path

Use of laptop cart to write the culminating synthesizing pieces

Digital Transparencies

Let's Practice It!

Audio-Text CD's

Student Book DVD-ROM

## **Content/Area**

**Course: Language Arts**

**Grade Level: 5**

### **Pacing Guide: Unit 4**

- **Marking Period 4:**

### **Instructional Materials:**

Pearson Reading Street Curriculum and Supplied Resources

Classroom Novels Listed In The Guide For Each Marking Period

Digital Tools

### **Suggested strategies for English LANGUAGE LEARNER (ELL) student\***

(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
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proficiency, have students use the textbook and indicate the page number where answer is found

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