

<p>UNIT # 3: Immigration, Facing Prejudice, When To Follow the crowd or when to make your own decisions <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord “Shutting Out the Sky” by Deborah Hopkinson “The Road Less Traveled” Robert Frost “Passage to Freedom” by Ken Mochizuki (No Grammar in this unit yet, they have to take the grade 5 diagnostic)</p>	<p>TIMEFRAME: 2nd marking period</p>
<p>BIG IDEA(S): READING AND VOCABULARY</p> <ul style="list-style-type: none"> • Paraphrasing • Inferencing • Vocabulary in Context • Summarizing • Make inferences supported with evidence, in the form of both background knowledge and textual references. • Read to make Self-to-Text Connections • Read to make Text-to Text Connections • Argument vs. Evidence • Themes • Creating thesis statements • Make connections between examples of immigration in <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting Out the Sky” • Define the root of the week (derm, un, semi, tri, fore, cert, voc, retro, quart, sphere, geo) and use associated words correctly in writing. <p>WRITING AND GRAMMAR</p> <ul style="list-style-type: none"> • Punctuation in dialogue • Open-ended response • PARCC Literary Analysis <p>TEST PREP</p> <ul style="list-style-type: none"> • PARCC Literary Analysis <p>SPEAKING AND LISTENING</p>	<p>ESSENTIAL QUESTIONS Content Based Essential Questions:</p> <ul style="list-style-type: none"> • What role has race played in American history? • What is tolerance, and why is it important? • Why is it important to get to know someone before you make a judgment? • Why are people intolerant? • What role have immigrants played in our country? • Why do people choose to follow the crowd? • When can choosing your own path be a dangerous thing? • How might one’s identity determine the kind of struggle they may undergo? • What different kinds of groups are there in our society? How do they overlap and conflict with one another? • How do the groups that we belong to shape our futures? <p>Skill Based Essential Questions</p> <ul style="list-style-type: none"> • What are the elements of the writing process? • Why do we write? • What strategies do good readers use? • How does developing the theme of the story help readers better grasp what the story is about?

- Actively participate in Socratic Seminar.

ENDURING UNDERSTANDINGS: Students will understand that...

- They should use different reading strategies in order to comprehend texts.
- Tolerant people accept other peoples' differences.
- Thesis statements help a reader know what a writer will be discussing.
- Themes are presented in general terms and are not about specific characters.
- Questions that begin with why or how tend to lead more directly to arguments.
- They should use "robust" vocabulary to enhance their writing.
- All open-ended responses will include restatement of the question using names not pronouns, punchy insight, 4-6 sentences, ample, accurate and relevant evidence to support the answer, strong vocabulary, and effective transitions.
- They should paraphrase passages/sentences to assist them in comprehending what they are reading.
- They will use the 4 Key Critical reading skills: Paraphrasing, (literal comprehension), inference, (extended reasoning), vocabulary in context, and finding the main idea/argument, (summarizing) in order to comprehend text.
- They will utilize the Socratic discussion to enhance their reading and writing skills.
- We choose some groups we belong to but not others.
- Strong arguments about a text should lead the reader to a new or original understanding. Evidence and the student's own explanation should be used to support an argument, making it stronger and more convincing.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c • L 5.4a, b, c • L 5.5 a, c • L 5.6
<ul style="list-style-type: none"> • Students will use context clues in order to define vocabulary. • Students will define root words and text vocabulary. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • "Shutting Out the Sky" by Deborah Hopkinson

<ul style="list-style-type: none"> • Students will identify parts of speech, synonyms, and antonyms for vocabulary words. • Students will define literary terms such as rising action, climax, falling action, and resolution. • Students will keep a running list of root words (derm, un, semi, tri, fore, cert, voc, retro, quart, sphere, geo). • Identify key words that indicate comparisons and contrasts in the <i>Reading Street</i> textbook. • Define different types of connections that readers make, and how they enhance the story. • Identify and define literary elements of poetry including tone, rhythm, rhyme, figurative language and symbolism by using power point presentation. 	<ul style="list-style-type: none"> • “The Road Less Traveled” Robert Frost • “Passage to Freedom” by Ken Mochizuki • <i>Vocabulary Workshop</i> Workbook • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • Power Point Presentation on poetry- teacher created • Vocabulary hypothesis sheet- teacher created
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c • L 5.4a, b, c • L 5.5 a, c • L 5.6
<ul style="list-style-type: none"> • Complete a story chart graphic organizer with details (rising action, climax, falling action, and resolution) from <i>In the Year of the Boar and Jackie Robinson</i>. • Compare and contrast characters within the same story by completing a 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • “Shutting Out the Sky” by Deborah Hopkinson • “The Road Less Traveled” Robert Frost • “Passage to Freedom” by Ken Mochizuki • <i>Vocabulary Workshop</i> Workbook • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16)

<p>graphic organizer with details from the story <i>In the Year of the Boar and Jackie Robinson</i> using both DDAT and STEAL chart.</p> <ul style="list-style-type: none"> • Compare and contrast characters from different stories by completing a graphic organizer with details from <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting out the Sky” using both DDAT and STEAL chart.. • Students will hypothesize the meaning of vocabulary words using context clues. • Students will use context clues to figure out the meaning of unfamiliar words from <i>Vocabulary Workshop</i> and come up with synonyms • Use Greek roots to determine the meaning of unfamiliar words. • Students will analyze characterization as revealed through a character's words, thoughts, speech, and actions by filling out STEAL chart referencing both Shirley and Marcus. • Students will compose a list of synonyms and antonyms for <i>Vocab Workshop</i> words. • Analyze Robert Frost’s “The Road Less Traveled” focusing on symbolism, meaning, and tone. 	<ul style="list-style-type: none"> • Power Point Presentation on poetry- teacher created • Story chart graphic organizer-teacher created • DDAT worksheet (TLC http://www.literacycookbook.com/page.php?i) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • STEAL Character Analysis Chart (classroom resource)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c

	<ul style="list-style-type: none"> • L 5.4a, b, c • L 5.5 a, c • L 5.6
<ul style="list-style-type: none"> • Students will create their own story chart with details from short stories read in class such as “Shutting Out the Sky” and “Passage to Freedom.” • Students will use their story chart to write a summary of short stories read in class such as “Shutting Out the Sky” and “Passage to Freedom.” • Students will write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the same story using details from the <i>In the Year of the Boar and Jackie Robinson</i> to support their claims. • Students will write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting Out the Sky” to support their claims. • Students will explain how a central idea or theme is shaped and then develops throughout the text by stating the theme and listing evidence that supports that theme. • Students will determine the part of speech and meaning of unfamiliar words and phrases from <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting Out 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • “Shutting Out the Sky” by Deborah Hopkinson • “The Road Less Traveled” Robert Frost • “Passage to Freedom” by Ken Mochizuki • <i>Vocabulary Workshop</i> Workbook • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • Power Point Presentation on poetry- teacher created • Story chart graphic organizer-teacher created • DDAT worksheet (TLC http://www.literacycookbook.com/page.php?i) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • STEAL Character Analysis Chart (classroom resource)

<p>the Sky” and how they connect to the tone of the novel using Vocabulary Hypothesis Sheet.</p> <ul style="list-style-type: none"> • Students will use unfamiliar words from <i>In the Year of the Boar and Jackie Robinson</i> in complete sentences. (Home Practice) • Students will compose five sentences using Vocabulary workshop words correctly. (Home Practice) • Students will evaluate the above sentences from their peers. (Class work) • Students will write an open-ended response answering the question “What would Mr. Sugihara think of Robert Frost’s poem <i>The Road Not Taken</i>? Would he agree with the message of the poem or not?” Give specific details from both texts to explain your answer. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Reading quizzes for each chapter • Story Detectives: teacher provides questions, students provide explanation and evidence. • Literary Analysis (also please see Writing section) • Completed character analysis chart for both Shirley and Marcus • Story chart with details from short stories read in class such as “Shutting Out the Sky” and “Passage to Freedom.” • A 5 paragraph essay, complete 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Computers • Smartboard

<p>with introduction and punchy ending, comparing and contrasting characters from the same story using details from the <i>In the Year of the Boar and Jackie Robinson</i> to support their claims.</p> <ul style="list-style-type: none"> • A 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting Out the Sky” to support their claims. • Comprehension will also be assessed informally through class participation • Open-ended response answering the question “What would Mr. Sugihara think of Robert Frost’s poem <i>The Road Not Taken</i>? Would he agree with the message of the poem or not?” Give specific details from both texts to explain your answer. 	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL 5.2 • W 5.1a, b, c, d • W 5.3b, c • W 5.10 • L 5.1 d, • L 5.2 e • L 5.3 a •
<ul style="list-style-type: none"> • Students will identify and describe the 5 stages of effective writing: pre-writing, drafting, revising, editing, and publishing. • Students will paraphrase literary analysis directions by turning them into questions. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • “Shutting Out the Sky” by Deborah Hopkinson • “The Road Less Traveled” Robert Frost • “Passage to Freedom” by Ken Mochizuki • Story chart graphic organizer-teacher created • DDAT organizer (TLC)

<ul style="list-style-type: none"> • Students will list topics/issues that the text deals with. • Identify what punctuation marks are needed when including dialogue in writing. • Define a list of transition words and explain when it's appropriate to use specific words in their writing. • Students will use evidence from <i>In the Year of the Boar and Jackie Robinson</i> and the Post-its they placed in their books to answer teacher-generated open-ended questions. (One paragraph each) • Identify and define literary elements of poetry including tone, rhythm, rhyme, figurative language and symbolism by using power point presentation. • Grammar activities will be determined after students take the grade 5 diagnostic test. 	<p>http://www.literacycookbook.com/page.php?i</p> <ul style="list-style-type: none"> • Character analysis sheet (Teacher made document) • STEAL Character Analysis Chart (classroom resource) • <i>NJ Progress</i> • PARCC practice tests online • 5th grade Grammar text 344-347 • <i>Painless Grammar</i> 80-82 • <i>Grammar Girl</i> 138-139, 146
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RL 5.2 • W 5.1a, b, c, d • W 5.3b, c • W 5.10 • L 5.1 d, • L 5.2 e • L 5.3 a
<ul style="list-style-type: none"> • Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress</i> book) • Craft an arguable thesis statement that provides a blueprint for the argument that follows. • Develop supporting reasons 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • "Shutting Out the Sky" by Deborah Hopkinson • "The Road Less Traveled" Robert Frost • "Passage to Freedom" by Ken Mochizuki • Story chart graphic organizer-teacher created • DDAT organizer (TLC)

<p>for thesis statements.</p> <ul style="list-style-type: none"> • Critique the work of their peers and offer constructive feedback. • Critique their own work; revise and edit as needed with help from adults and peers. • Edit and correct given example of dialogue by ensuring they contain the correct punctuation. • Grammar activities will be determined after students take the grade 5 diagnostic test. Analyze Robert Frost's "The Road Less Traveled" focusing on symbolism, meaning, and tone. 	<p>http://www.literacycookbook.com/page.php?i)</p> <ul style="list-style-type: none"> • Character analysis sheet (Teacher made document) • STEAL Character Analysis Chart (classroom resource) • <i>NJ Progress</i> • PARCC practice tests online • 5th grade Grammar text 344-347 • <i>Painless Grammar</i> 80-82 • <i>Grammar Girl</i> 138-139, 146
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <p>RL 5.2</p> <ul style="list-style-type: none"> • W 5.1a, b, c, d • W 5.3b, c • W 5.10 • L 5.1 d, • L 5.2 e • L 5.3 a
<ul style="list-style-type: none"> • Complete the weekly Dialogue Journal by responding to a question about the text, asking an insightful question to their partner and responding to their partner's previous question. Use evidence to back up their answers. (One page in composition notebook) • Students will create statements that convey the author's message about the text. (<i>NJ Progress</i> book) • Students will develop an introduction paragraph to 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Dictionaries/Thesaurus • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • "Shutting Out the Sky" by Deborah Hopkinson • "The Road Less Traveled" Robert Frost • "Passage to Freedom" by Ken Mochizuki • Story chart graphic organizer-teacher created • DDAT organizer (TLC) • http://www.literacycookbook.com/page.php?i) • Character analysis sheet (Teacher made document) • STEAL Character Analysis Chart (classroom resource) • <i>NJ Progress</i> • PARCC practice tests online • 5th grade Grammar text 344-347 • <i>Painless Grammar</i> 80-82

their analysis prompt (from *NJ Progress* book) including their thesis statement.

- Students will compose a timed, literary analysis essay discussing the theme of perseverance as shown though both Marcus's actions and Shirley's actions.
- Write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the same story, using details from *In the Year of the Boar and Jackie Robinson* to support their claims.
- Write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from both *In the Year of the Boar and Jackie Robinson* and "Shutting Out the Sky" to support their claims.
- Create their own examples of dialogue between two characters (for example Shirley Wong and her father) from the text by using correct punctuation and different paragraphs for each speaker.
- Evaluate the open-ended responses of their partner, looking specifically at the evidence—is it strong? Was it integrated into the paragraph properly? Students will use their text to find 1-2 other pieces of evidence that would also support the claim. Students will work together to evaluate which piece of

- *Grammar Girl* 138-139, 146

<p>evidence is strongest.</p> <ul style="list-style-type: none"> • Create an open-ended response answering the question “What would Mr. Sugihara think of Robert Frost’s poem <i>The Road Not Taken</i>? Would he agree with the message of the poem or not?” Give specific details from both texts to explain your answer. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Timed, literary analysis essay discussing the theme of perseverance as shown through both Marcus’s actions and Shirley’s actions. • A 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the same story using details from the <i>In the Year of the Boar and Jackie Robinson</i> to support their claims. • A 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from <i>In the Year of the Boar and Jackie Robinson</i> and “Shutting Out the Sky” to support their claims. • Comprehension will also be assessed informally through class participation • Open-ended response answering the question “What would Mr. Sugihara think of Robert Frost’s poem <i>The Road Not Taken</i>?” 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • PARCC Practice Test • Computers to take test, type open-ended response and narrative writing. • Smart Board

<p>Would he agree with the message of the poem or not?" Give specific details from both texts to explain your answer.</p> <ul style="list-style-type: none"> • Examples of dialogue between two characters (for example Shirley Wong and her father) from the text by using correct punctuation and different paragraphs for each speaker 	
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c • L 5.1 d, • L 5.2 e • L 5.3 a • L 5.4a, b, c • L 5.5 a, c • L 5.6 • W 5.1a, b, c, d • W 5.3b, c • W 5.10
<ul style="list-style-type: none"> • Identify and define literary elements of poetry including tone, rhythm, rhyme, figurative language and symbolism by using power point presentation. • Students will paraphrase literary analysis directions by turning them into questions. • Students will list topics/issues that the text deals with. • Define a list of transition words and explain when it's appropriate to use specific words in their writing. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 http://www.literacycookbook.com/download.php?did=90 • Poetry Power point- teacher created • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights • STEAL Poster • <i>Progress</i> (teacher resource) • PARCC online practice tests • TLC How to Infer Themes worksheet

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c • L 5.1 d, • L 5.2 e • L 5.3 a • L 5.4a, b, c • L 5.5 a, c • L 5.6 • W 5.1a, b, c, d • W 5.3b, c • W 5.10
<ul style="list-style-type: none"> • Students will develop questions based on the topics/issues that the text deals with. (<i>NJ Progress book</i>) • Craft an arguable thesis statement that provides a blueprint for the argument that follows. • Develop supporting reasons for thesis statements. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 http://www.literacycookbook.com/download.php?did=90 • Poetry Power point- teacher created • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights • STEAL Poster • <i>Progress</i> (teacher resource) • PARCC online practice tests • TLC How to Infer Themes worksheet https://theliteracycookbook.files.wordpress.com/2014/12/how-to-infer-themes-organizer.pdf
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.5 • RFS 5.3a • RFS 5.4a,b,c • L 5.1 d, • L 5.2 e • L 5.3 a • L 5.4a, b, c • L 5.5 a, c

	<ul style="list-style-type: none"> • L 5.6 • W 5.1a, b, c, d • W 5.3b, c • W 5.10
<ul style="list-style-type: none"> • Students will create statements that convey the author's message about the text. (<i>NJ Progress</i> book) • Students will develop an introduction paragraph to their analysis prompt (from <i>NJ Progress</i> book) including their thesis statement. • Students will compose a timed, literary analysis essay discussing the theme of perseverance as shown though both Marcus's actions and Shirley's actions. • Write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the same story, using details from <i>In the Year of the Boar and Jackie Robinson</i> to support their claims. • Write a 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from both <i>In the Year of the Boar and Jackie Robinson</i> and "Shutting Out the Sky" to support their claims. • Create their own examples of dialogue between two characters (for example Shirley Wong and her father) from the text by using correct punctuation and different paragraphs for each speaker. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 http://www.literacycookbook.com/download.php?did=90 • Poetry Power point- teacher created • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights • STEAL Poster • <i>Progress</i> (teacher resource) • PARCC online practice tests • TLC How to Infer Themes worksheet https://theliteracycookbook.files.wordpress.com/2014/12/how-to-infer-themes-organizer.pdf

**STUDENT WORK PRODUCTS/
ASSESSMENTS:**

- Timed, literary analysis essay discussing the theme of perseverance as shown though both Marcus's actions and Shirley's actions.
- A 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from the same story using details from the *In the Year of the Boar and Jackie Robinson* to support their claims.
- A 5 paragraph essay, complete with introduction and punchy ending, comparing and contrasting characters from different stories, using details from *In the Year of the Boar and Jackie Robinson* and "Shutting Out the Sky" to support their claims.
- Comprehension will also be assessed informally through class participation
- Open-ended response answering the question "What would Mr. Sugihara think of Robert Frost's poem *The Road Not Taken*? Would he agree with the message of the poem or not?" Give specific details from both texts to explain your answer.
- Examples of dialogue between two characters (for example Shirley Wong and her father) from the text by using correct punctuation and different paragraphs for each speaker

**INTERDISCIPLINARY CONNECTIONS/ USE OF
TECHNOLOGY:**

- Practice typing open-ended and narrative responses.
- Practice reading and annotating passages from the computer, news article, and *Progress* stories.

SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> Describe how a Socratic discussion works. Review the Socratic Seminar Rubric 2011. Brainstorm and prepare notes for discussion in the center of the circle (Socratic Seminar). Take notes on the discussion or complete an Observation Checklist Students will listen to the opinions of others and possibly change their own opinion. Prepare for group discussions by reading materials and reflecting on their own time. 	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> SL 5.1 a, b, c, d, SL 5.3 SL 5.4 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> Socratic Seminar Rubric 2011 TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Observation Checklist: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Questions on Short Stories TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord "Shutting Out the Sky" by Deborah Hopkinson "The Road Less Traveled" Robert Frost "Passage to Freedom" by Ken Mochizuki
<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> Students will analyze peer evidence and arguments and respond to the discussion topics. Students will cite textual evidence to support their claims and opinions. Students will analyze the use of literary devices in through discussion. Students will use current vocabulary words from <i>Vocabulary Workshop</i> during class discussions. Work in pairs to answer questions about the text. Share the opinion/thoughts of their partner. Provide evidence during the discussion to support their arguments. 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> SL 5.1 a, b, c, d, SL 5.3 SL 5.4 <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> Socratic Seminar Rubric 2011 TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Observation Checklist: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Questions on Short Stories TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord "Shutting Out the Sky" by Deborah Hopkinson "The Road Less Traveled" Robert Frost "Passage to Freedom" by Ken Mochizuki

<ul style="list-style-type: none"> Record evidence to support their peers' knowledge and participation. Analyze peer evidence and arguments and respond to the discussion topics. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> SL 5.1 a, b, c, d, SL 5.3 SL 5.4
<ul style="list-style-type: none"> Students will participate in a Socratic seminar. Students will evaluate evidence from peers to generate new ideas. Students will create original arguments using the original discussion topics. Observers will provide constructive feedback to their peers on how they performed in the Socratic Seminar. Students will pose original questions for the class to answer. Students will evaluate the strength of the arguments made by their peers, based on the evidence presented. Defend their opinions using evidence from the text. Respond to each other's opinions, providing further evidence or a rebuttal. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Socratic Seminar Rubric 2011 TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Observation Checklist: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& Socratic Seminar Questions on Short Stories TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord "Shutting Out the Sky" by Deborah Hopkinson "The Road Less Traveled" Robert Frost "Passage to Freedom" by Ken Mochizuki
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers. Participation in Socratic 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> Computers

Seminars will be graded based on the TLC Socratic Seminar rubric.	
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UNIT # 5: when to Follow the crowd/ when To make your own decisions	TIMEFRAME: May/June 6 weeks
BIG IDEA(S): <ul style="list-style-type: none"> • Paraphrasing • Inference • Analyzing • Summarizing • Text-to-World Connection • Self-to-Text Connection 	ESSENTIAL QUESTIONS: <p>What is conformity? What is nonconformity? What is it important that people in the world are different? What does it mean to be “normal?” What is the significance of being true to oneself? Would you change who you are for any reason? Why is popularity vital to students?</p>
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • They should use different reading strategies in order to comprehend texts. • That what is considered normal is subjective. • Analyzing a character’s actions or decisions provide a deeper insight into the character. • Good readers always question the text. • They should revise with a purpose to make their writing better. • They should paraphrase passages/sentences to assist them in comprehending what they are reading. • They should use the 4 Key Critical reading skills: Paraphrasing, (literal comprehension), inference, (extended reasoning), vocabulary in context, and finding the main idea/argument, (summarizing) in order to comprehend text. • They should use context clues to figure out what words mean. • They should annotate the text in order to full comprehend the story. 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • [List specific Tier 1 Standards here.]
<ul style="list-style-type: none"> • Recall details from the novel <i>Stargirl</i>. • Students will paraphrase different paragraphs from the novel <i>Stargirl</i> selected by the teacher. • Students will paraphrase a 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green

<p>paragraph from a current event article.</p> <ul style="list-style-type: none"> • Students will discuss the significance of the article. • Students will use context clues in order to define vocabulary 	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • [List specific Tier 2 Standards here.]
<ul style="list-style-type: none"> • Make inferences while reading the novel <i>Stargirl</i>. • Explain how conflict affects <i>Stargirl</i>. • Make an argument about how the conflict may change <i>Stargirl</i>'s uniqueness. • Analyze the people and making inferences from the Description, Dialogue, Action, and Thoughts (D.DAT). • Make an argument on why <i>Stargirl</i> should become "normal." • Compare and Contrast characters from the novel <i>Stargirl</i> to the girl in the news 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green • DDAT Chart from Literacy Cookbook • Character analysis sheet • Wordly Wise • Vocabulary hypothesis sheet

<p>article.</p> <ul style="list-style-type: none"> Students will make a self-to-text connection. (Compare popularity in our school vs Mica High.) Students will identify parts of speech, synonyms, and antonyms for vocabulary words. Hypothesize the meaning of vocabulary words by underlining context clues. 	
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> [List specific Tier 3 Standards here.]
<ul style="list-style-type: none"> Debate whether Stargirl can be true to herself, and still remain popular. Why do you think a person needs to conform to what is deemed “normal” to be popular? The students will explain their response using evidence from the text. (Collect responses) Evaluate the decisions that may or may not contribute to Stargirl’s path to normalcy. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Stargirl</i> http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green

<ul style="list-style-type: none"> • Evaluate the events that lead to Stargirl's decline in popularity. • Students will respond to the open ended question with at least 2 paragraphs. Why are the students of Mica High enchanted with Stargirl upon her arrival? Why do the students turn on her? Do you believe these reasons are valid? Why? • Students will make an argument on why or why not popularity is important. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Student summaries of the chapters in the novel <u>Stargirl</u>. • Complete D-DAT for each person. • Students will analyze the conflict in the novel <u>Stargirl</u>. • Students paraphrase paragraphs from the novel <u>Stargirl</u>. • Respond to open- 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Smartboard for class instruction

<p>ended questions.</p> <ul style="list-style-type: none"> • Quizzes • Character Analysis worksheet. • Vocabulary hypothesis sheet. • Students will take a vocabulary test every week to measure progress. Vocabulary master will also be informally assessed through its integration into homework assignments. • Students will take reading comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions 	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will support their point of view with reasons and information that. • Students will introduce a topic clearly. • Students will logically group their ideas to support their purpose. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& • Language Arts textbook • Grammar Girl • Painless Grammar • TLC resources (DDAT, Character Analysis)

<ul style="list-style-type: none"> • Students will write an in-depth summary of a section of the text using key details • Students will practice paraphrasing sections of the text in addition to paraphrasing comprehension questions 	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will differentiate argument statements from evidence statements. • Students will use vocabulary correctly in their own writing. • Students will use vivid details to grab the readers' interest. • Students will describe how an author develops a point of view of the narrator 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& • Language Arts textbook • Grammar Girl • Painless Grammar • TLC resources (DDAT, Character Analysis) • "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& •
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will provide a punchy insight to conclude writing • Given an open ended question, students will 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • Language Arts textbook • Grammar Girl • Painless Grammar • TLC resources (DDAT, Character Analysis) • "Open-ended Response Rubric" on TLC:

<p>construct a written response under simulated test conditions.</p> <ul style="list-style-type: none"> • Students will revise their writing using teacher feedback to improve fluency. • Students will rewrite a scene from another character's point of view. 	<p>http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&</p> <ul style="list-style-type: none"> •
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will paraphrase orally and in writing. • Students will summarize fiction and non-fiction text orally and in writing. • Students will use vocabulary words in appropriate context in their original writing. • Students will write complete sentences in all written assignments to show their mastery of English-language conventions of grammar, punctuation, and spelling. • Grammar quizzes. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Students will use laptops to type OER
<p>TEST PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will practice a standardized annotation system for identifying main idea, supporting details and vocabulary. • Students will apply the format for text based OER. • Students will practice typing various open-ended responses. • Students will practice eliminating answer choices based on text evidence. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights. • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& •
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will apply knowledge of open ended responses to write their own. • Students will analyze different types of test questions to determine which strategy to use. • Apply test taking strategies for different questions. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights.
Tier 3 Activities/Strategies	Tier 3 Standards: <ul style="list-style-type: none"> •

(Synthesis/Evaluation)	
<ul style="list-style-type: none"> Students will synthesize information about open ended responses to suggest revisions. Students will find evidence to support their claim by answering two part multiple choice questions. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Laptops for typing. Posters displaying the annotation system. Posters displaying punchy insights. Grade 4 diagnostic exam and results Progress passages and two part questions. Sample open ended responses and open ended rubric.
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Students will respond to open ended questions about Stargirl and the choices she makes. Students will expand on the theme of conformity and the concept of normal. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> Practice typing open ended responses. Practice reading and annotating passages from the computer.
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none">
<ul style="list-style-type: none"> Students will apply turn and talk technique in class to investigate various points of view. Students will practice active listening by tracking the speaker. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> <i>Stargirl</i> http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will practice active listening by tracking the speaker and paraphrasing the speaker's comment. • Students will practice active listening by formulating questions to ask the speaker. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green •
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will work in pairs to answer questions about the text. • Students will be called on to share the opinion/thoughts of their partner. • Students will analyze peer evidence and arguments and respond to the discussion topics. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green •
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Students will use evidence to discuss who is "normal" in the novel. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • [List ways in which you will connect Speaking/ Listening to other disciplines and integrate technology.]

<ul style="list-style-type: none">• Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers.	
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