

<p>UNIT # 4 Immigration, Prejudice, Courage, Doing the Right Thing <i>Esperanza Rising</i> by Pam Munoz Ryan “Inside Out” by Francisco Jimenez</p>	<p>TIMEFRAME: March – April Marking Period 3</p>
<p>BIG IDEA(S):</p> <p>READING AND VOCABULARY</p> <ul style="list-style-type: none"> ● 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 ● Make connections between examples of courage in <i>Esperanza Rising</i> and texts previously read in class (<i>Wonder</i> by R.J. Palacio) ● Compare and contrast characters, setting, plot and theme using <i>Wonder</i>, <i>At the Beach</i>, “The Ch’I – lin Purse” and “A Summer’s Trade” – <i>Reading Street</i> series. ● Introduce concept of theme. ● Identify and use vocabulary in everyday reading and narrative writing. ● Summarize portions of the text and nonfiction articles. ● Connect nonfiction texts to <i>Esperanza Rising</i> to draw conclusions about contemporary conditions for migrant workers. ● Identify examples of cause and effect ● Identify and correctly use new vocabulary words from <i>Wordly Wise</i> ● Define the root of the week (voc, retro, quart, sphere, geo, du) and use associated words correctly in writing. <p>WRITING AND GRAMMAR</p> <ul style="list-style-type: none"> ● PARCC Research Writing Task ● Dialogue Journals (biweekly) ● Argument vs. Evidence Step 6 ● Correlative conjunctions 	<p>ESSENTIAL QUESTIONS:</p> <p>Content-Based Essential Questions:</p> <ul style="list-style-type: none"> ● Why do authors write historical fiction? ● Why are human rights important? What would happen if we did not have human rights? ● What lessons can we learn about human rights through literature and life? ● Why are some people prejudiced? What does prejudice look like? ● Why is it important to get to know someone before you make a judgment? ● What is tolerance? How could you be more tolerant of others? ● What makes people want to do the right thing? ● What is it like to be a newcomer? <p>Skills-Based Essential Questions:</p> <ul style="list-style-type: none"> ● What strategies do good readers use? ● What strategies do good writers use? ● What strategies do good speakers use? ● What strategies do good listeners use? ● How do story elements contribute to becoming a better writer? ● What is a research writing task? ● What is the primary difference between argument and evidence? ● How do we create strong arguments? What evidence can we use to support strong arguments? ● Why is it important to know and use good grammar (i.e. correlative conjunctions and punctuation to separate items in a series?)

<ul style="list-style-type: none"> ● Punctuation to separate items in a series <p>TEST PREP:</p> <ul style="list-style-type: none"> ● Continue to practice answering open-ended response questions ● Continue to practice narrative and literary analysis writing ● Continue to practice how to eliminate answers ● Annotating Text ● Research Writing Task <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> ● Analyze peer evidence and arguments and respond to the discussion topics using Socratic Seminar. ● Provide evidence to further prove a point or to serve as a rebuttal to a classmate's arguments. 	
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ● We learn lessons about human rights from the experiences of real people and fictional characters. ● Characters change over time in response to challenges. ● People respond differently to similar events such as loss of a loved one, moving to a new place, or making difficult decisions. ● The setting (time and place) affects the way the story is told and how characters act and behave. ● Readers should use different reading strategies in order to comprehend texts such as <i>Esperanza Rising</i> by Pam Munoz Ryan, "Inside Out" by Francisco Jimenez and Newsela article "Child Workers are Getting Sick While Harvesting Tobacco." ● Authors conduct research and use specific language in order to strengthen their writing. ● Analyzing a character's thoughts, actions, effect on others, speech, and looks helps to build a strong understanding of the character. ● Analyzing a character's actions and decisions provide a deeper insight into the character and the novel. ● Good readers always question the text. ● Good readers make inferences to fill in the gaps. ● Dedicated people make tough decisions and follow through with their actions. ● To determine the definition of new vocabulary, readers need to use context clues to make inferences. ● Good writers use correct punctuation to separate items in a series. ● Good writers use correct correlative conjunctions to separate items in a series and make their writing more interesting. ● Evidence is fact while an argument uses debatable language. ● When making an argument, students must support that argument with his/her own relevant evidence. ● Figurative language, personification, irony, and metaphors help enrich the reader's understanding of characters, setting, and plot. 	

- Good use roots to unpack the meaning of unknown words.
- Good writers use the writing process to produce clear and coherent writing.
- Effects may have more than one cause, and causes may have more than one effect.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL.CR.5.1 • RL.CI.5.2 • RL.IT.5.3 • L.VI.5.3 • RL.TS.5.4 • RL.PP.5.5 • RL.CT.5.8 • RI.CR.5.1 • RI.CI.5.2 • RI.IT.5.3 • L.VI.5.3 • RI.TS.5.4 • LRF.5.3 • LRF.5.4a,b,c • L.VL.5.2a, b, c • L.VI.5.3a,c • L.KL.5.1a
<p>Students will:</p> <ul style="list-style-type: none"> • Read and recall evidence from the text. • Review the definition of “prejudice” and identify different examples of prejudice in their lives, in the news and in <i>Wonder</i> by R.J Palacio. Review from Unit 2. • Identify clue words that show cause and effect relationship. • Read closely to determine what the text says explicitly. • Discuss the differences between realistic fiction (e.g., “Inside Out”) and historical fiction (<i>Esperanza Rising</i>.) • Watch <i>America- The Story of Us</i> and Great Depression video and discuss how the Great Depression impacted people’s lives. • Review the purpose of analyzing videos and taking notes of important facts (done together). • Review annotating symbols and rules. • Use context clues in order to define vocabulary. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <i>Esperanza Rising</i> by Pam Ryan • <i>Reading Street</i> “Inside Out” by Francisco Jimenez • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • Vocabulary hypothesis sheet (Teacher-created document) • Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) • <i>America The Story of Us</i> • Daily comprehension homework questions (Teacher-created document) • Figurative language chart (Teacher-created document) • Newsela article “Child Workers are Getting Sick While Harvesting Tobacco.” (www.newsela.com) • “Cesar Chavez Uniting Farm Workers” from <i>Jamestown Series</i> • <i>Vocabulary Workshop</i> Workbook • Dictionaries/Thesaurus

<ul style="list-style-type: none"> ● Define root words and text vocabulary. ● Identify parts of speech and synonyms for vocabulary words. ● Review figurative language by defining and listing for examples including personification, metaphors, and irony. ● 	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> ● RL.CR.5.1 ● RL.CI.5.2 ● RL.IT.5.3 ● L.VI.5.3 ● RL.TS.5.4 ● RL.PP.5.5 ● RL.CT.5.8 ● RI.CR.5.1 ● RI.CI.5.2 ● RI.IT.5.3 ● L.VI.5.3 ● RI.TS.5.4 ● LRF.5.3 ● LRF.5.4a,b,c ● L.VL.5.2a, b, c ● L.VI.5.3a,c ● L.KL.5.1a
<p>Students will:</p> <ul style="list-style-type: none"> ● Analyze characters by completing DDAT sheet. ● Explain what it means to make inferences. ● Generate questions and inferences about text using the QIEE organizers. ● Explain how conflicts affect the characters. ● Explain how conflicts between characters add to the plot and develop the storyline. ● Hypothesize the meaning of vocabulary words using context clues and roots. ● Identify examples of figurative language found throughout <i>Esperanza Rising</i> by marking examples with Post-its that students will later use to create a figurative language poster. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● <i>Esperanza Rising</i> by Pam Ryan ● <i>Reading Street</i> “Inside Out” by Francisco Jimenez ● Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) ● Vocabulary hypothesis sheet (Teacher-created document) ● Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) ● <i>America The Story of Us</i> ● Daily comprehension homework questions (Teacher-created document) ● Figurative language chart (Teacher-created document) ● Newsela article “Child Workers are Getting Sick While Harvesting Tobacco.” (www.newsela.com) ● “Cesar Chavez Uniting Farm Workers” from <i>Jamestown Series</i>

<ul style="list-style-type: none"> • Read and annotate “Cesar Chavez Uniting Farm Workers” (Jamestown critical reading series) • List effects of Cesar Chavez’s work and how that work improved life for migrant workers after reading the article “Cesar Chavez Uniting Farm Workers” (Jamestown critical reading series). • Compose a list of synonyms and antonyms for Vocab Workshop words. • Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day. • Students will transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media. 	<ul style="list-style-type: none"> • <i>Vocabulary Workshop</i> Workbook • Dictionaries/Thesaurus
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CR.5.1 • RL.CI.5.2 • RL.IT.5.3 • L.VI.5.3 • RL.TS.5.4 • RL.PP.5.5 • RL.CT.5.8 • RI.CR.5.1 • RI.CI.5.2 • RI.IT.5.3 • L.VI.5.3 • RI.TS.5.4 • LRF.5.3 • LRF.5.4a,b,c • L.VL 5.2a, b, c • L.VI.5.3a,c • L.KL.5.1a
<p>Students will:</p> <ul style="list-style-type: none"> • Explain the quotation: “There is no rose without thorns” (This is one of the themes in the novel.) • Locate the thorns (challenges) in Esperanza’s life, finding at least three challenges that Esperanza faces and how she met those challenges. • Create a personal rose for themselves in which they write about the 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Esperanza Rising</i> by Pam Ryan • <i>Reading Street</i> “Inside Out” by Francisco Jimenez • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • Vocabulary hypothesis sheet (Teacher-created document)

<p>challenges they face in their own lives and how they meet these challenges.</p> <ul style="list-style-type: none"> • Use post-its (working in small groups) to identify figurative language samples and then create a figurative language poster. • Explain how a series of chapters fits together to provide an overall structure of the novel. • Create a 6-frame comic strip depicting key scenes from <i>Esperanza Rising</i> by Pam Ryan using direct quotes and dialogue. • Generate questions about their reading and research and build arguments supported with evidence and explanation. • Narrative Writing. Students will rewrite the conflict between Esperanza and Miguel from Miguel's point of view, using details about Miguel's attitude towards Esperanza. • All of the chapter titles of this novel are names of fruit. After reading the novel, explain why Pam Munoz Ryan, the author might have chosen to title the chapters in this way. • Make a graphic organizer to show causes and effects of immigration after reading "Coming to the United States." • Generate a paragraph using at least five of the root words of the week. • Apply knowledge of new vocabulary words by using them in different contexts and applying them to different situations. • 	<ul style="list-style-type: none"> • Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) • <i>America The Story of Us</i> • Daily comprehension homework questions (Teacher-created document) • Figurative language chart (Teacher-created document) • Newsela article "Child Workers are Getting Sick While Harvesting Tobacco" (www.newsela.com) • "Cesar Chavez Uniting Farm Workers" from <i>Jamestown Series</i> • <i>Vocabulary Workshop</i> Workbook • Dictionaries/Thesaurus
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will take a vocabulary test every week to measure progress. Vocabulary mastery will also be informally assessed through its 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Audio version of <i>Inside Out</i> • Smartboard

<p>integration into homework assignments.</p> <ul style="list-style-type: none"> Students will take reading comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions. Comic strip Rewrite the conflict between Esperanza and Miguel from Miguel's point of view, using details about Miguel's attitude towards Esperanza. All of the chapter titles of this novel are names of fruit. After reading the novel, explain why Pam Munoz Ryan, the author might have chosen to title the chapters in this way. 	
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.CI.5.2 W.AW.5.1a, b, c, d W.IW.5.2a, b, c, d, e, W.NW.5.3 a, b, c, d, e W.WP.5.4 W.RW. 5.7 L.WF.5.2a,e
<p>Students will:</p> <ul style="list-style-type: none"> Support their point of view with reasons and information from the text. Identify correlative conjunctions as conjunctions that go together and make a list of common correlative conjunctions. Review/practice turning prompts into questions "unpack"/paraphrase Research Writing. Review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on arguments, main ideas, topic sentences, and relevant evidence. Practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence) 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Esperanza Rising</i> by Pam Ryan <i>Reading Street</i> "Inside Out" by Francisco Jimenez Newsela article "Child Workers are Getting Sick While Harvesting Tobacco" (www.newsela.com) "Cesar Chavez Uniting Farm Workers" from <i>Jamestown Series</i> Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) Vocabulary hypothesis sheet (Teacher-created document) Daily comprehension homework questions (Teacher-created document) <i>Wordly Wise</i> Workbook PARCC practice tests online

<ul style="list-style-type: none"> ● Review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles) ● Review the purpose and process of a literary response paper. ● Review the narrative writing process. ● Brainstorm a thesis for the literary response paper. ● Develop a thesis for the literary response paper. ● Use the “Unpacking Your Thesis” organizer to develop a framework for the literary response paper. ● Identify the two different ways you can separate commas in a series (with or without Oxford comma) by writing the rules and an example for each. 	<ul style="list-style-type: none"> ● 5th Grade Grammar Book ● <i>Grammar Girl</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> ● RL.CI.5.2 ● W.AW.5.1a, b, c, d ● W.IW.5.2a, b, c, d, e, ● W.NW.5.3 a, b, c, d, e ● W.WP.5.4 ● W.RW. 5.7 ● L.WF.5.2a,e ● RI.CI.5.2 ● RI.IT.5.3 ● RI.TS.5.4 ● RI.PP.5.5
<ul style="list-style-type: none"> ● Write claims/argument sentences using strong evidence from the chapter and coherent justification. ● Students will use vocabulary correctly in their own writing. ● Students will use vivid details to grab the readers’ interest in open-ended responses. ● Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day. ● Students will transfer their annotations into a “key points/key differences chart” adding check 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● <i>Esperanza Rising</i> by Pam Ryan ● <i>Reading Street</i> “Inside Out” by Francisco Jimenez ● Newsela article “Child Workers are Getting Sick While Harvesting Tobacco” (www.newsela.com) ● “Cesar Chavez Uniting Farm Workers” from <i>Jamestown Series</i> ● Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) ● Vocabulary hypothesis sheet (Teacher-created document) ● Daily comprehension homework questions (Teacher-created document) ● <i>Wordly Wise</i> Workbook

<p>marks for items found in all three texts/media.</p> <ul style="list-style-type: none"> Students will read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.) Participate when the teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding a to research writing prompt. Perform a close reading of a short section of the text that analyzes word choice, rhetoric, and figurative language. Write strong topic sentences to clearly present information to readers. Write effective transition sentences to ensure a smooth flow for writing. Use the “quote sandwich” technique to provide adequate context and explanation for quoted evidence in their writing. Match correlative conjunctions using a Smartboard activity. Correct sentences with correlative conjunctions supplying the correct conjunction. Correct sentences that contain a series of items using correct punctuation both on the Smartboard and in workbook. 	<ul style="list-style-type: none"> PARCC practice tests online STEAL Character Analysis Chart (classroom resource) DDAT organizer (TLC http://www.literacycookbook.com/page.php?i) Character analysis sheet (Teacher-created document) 5th Grade Grammar Book <i>Grammar Girl</i>
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RL.CI.5.2 W.AW.5.1a, b, c, d W.IW.5.2a, b, c, d, e, W.NW.5.3 a, b, c, d, e W.WP.5.4 W.RW. 5.7 L.WF.5.2a,e
<p>Students will:</p> <ul style="list-style-type: none"> Conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research writing prompt. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Esperanza Rising</i> by Pam Ryan <i>Reading Street</i> “Inside Out” by Francisco Jimenez

<ul style="list-style-type: none"> • Use vocabulary correctly in their own writing. • Draft effective introductory, body (including evidence and explanation of relevance for evidence), and concluding paragraphs for a literary response paper. • Compose a list of synonyms and antonyms for Vocab Workshop words. • Generate a paragraph describing both Esperanza and Francisco using at least 3 pairs of correlative conjunctions. • Describe the chores and daily activities of Esperanza while using correct punctuation while composing their lists. • Evaluate, edit, and revise essay. Analyze how Esperanza's point of view changes throughout the course of <i>Esperanza Rising</i>. Write an essay that discusses the change in <i>Esperanza</i> and how it is developed throughout the novel. Conclude the essay by identifying a theme of <i>Esperanza Rising</i> and explaining how Esperanza's change illustrates that theme. Provide reasons and relevant evidence, including direct quotations with proper citation, to support your claim logically and demonstrate an understanding of the text. 2 pages, double-spaced, typed. • 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) Example question: "Papa's words, "Wait a little while and the fruit will fall into your hands," are said by Miguel in a heated argument with Esperanza. How does this idea relate to the titles of the chapters in this novel? How does this relate to the end of the novel when Esperanza is retelling all the events from California to Abuelita?" • Use vocabulary correctly in their own writing. 	<ul style="list-style-type: none"> • Newsela article "Child Workers are Getting Sick While Harvesting Tobacco" (www.newsela.com) • "Cesar Chavez Uniting Farm Workers" from <i>Jamestown Series</i> • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • Vocabulary hypothesis sheet (Teacher-created document) • Daily comprehension homework questions (Teacher-created document) • <i>Wordly Wise</i> Workbook • PARCC practice tests online • STEAL Character Analysis Chart (classroom resource) • DDAT organizer (TLC http://www.literacycookbook.com/page.php?i) • Character analysis sheet (Teacher-created document) • 5th Grade Grammar Book (pages??) • Student Dialogue Journals • Dialogue Journal Grading Rubric (Teacher-created resource) • <i>NJ Progress</i>
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<ul style="list-style-type: none"> • Timed Research Writing Task based on prompts from <i>NJ Progress</i>, use the steps discussed and practiced in class. • Timed Literary Analysis Task- Both <i>Esperanza Rising</i> and “Inside Out” develop the theme of starting over in a new place. Write an essay that compares and contrasts the approaches each text uses to develop this theme. • 	
<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> • Tests and quizzes • Participation in class discussion • Vocab workshop test • Open-ended questions • Timed Research Writing Task based on prompts from <i>NJ Progress</i>: use the steps discussed and practiced in class. • Dialogue Journal-respond to a weekly question about the text, asking an insightful question to their partner and responding to their partner’s previous question. (One page in composition notebook) • Students will generate a paragraph describing both Esperanza and Francisco using at least 3 pairs of correlative conjunctions. • Students will describe the chores and daily activities of Esperanza while using correct punctuation while composing their lists. • Essay analyzing how Esperanza’s point of view changes throughout the course of <i>Esperanza Rising</i>. Write an essay that discusses the change in <i>Esperanza</i> and how it is developed throughout the novel. Conclude the essay by identifying a theme of <i>Esperanza Rising</i> and explaining how Esperanza’s change illustrates that theme. Provide reasons and relevant evidence, including direct quotations with proper citation, to support your claim logically and demonstrate an 	<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>understanding of the text. 2 pages, double-spaced, typed.</p> <ul style="list-style-type: none"> • Narrative Writing. Students will rewrite the conflict between Esperanza and Miguel from Miguel's point of view, using details about Miguel's attitude towards Esperanza. • All of the chapter titles of this novel are names of fruit. After reading the novel, explain why Pam Munoz Ryan, the author might have chosen to title the chapters in this way. • Timed Research Writing Task based on prompts from <i>NJ Progress</i>, use the steps discussed and practiced in class. • Timed Literary Analysis Task- Both <i>Esperanza Rising</i> and "Inside Out" develop the theme of starting over in a new place. Write an essay that compares and contrasts the approaches each text uses to develop this theme. • 	
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.CR.5.1 • RL.CI.5.2 • RL.IT.5.3 • L.VI.5.3 • RL.TS.5.4 • L.RF.5.3 • L.RF.5.4a,b,c • L.WF.5.2d • L.WF.2e • L.KL.5.1a • L.VL.5.2a,b,c • W.AW.5.1a,b,c,d • W.NW.5.3a,b,c • W.RW.5.7
<p>Students will:</p> <ul style="list-style-type: none"> • Review/practice turning prompts into questions "unpack"/paraphrase Research Writing prompts. • Review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • DDI Exam • <u>Literacy Cookbook</u> Open-ended response <p>(http://www.literacycookbook.com/page.php?id=148)</p>

<p>arguments, main ideas, topic sentences, and relevant evidence.</p> <ul style="list-style-type: none"> • Practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence) • Review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles) • Paraphrase test questions to ensure comprehension. • Practice annotating the text for evidence that supports a particular answer. • Practice crossing out incorrect answers through guided discussion. • Use computers frequently to prepare for the format of the PARCC exam. • Use Standard English in all writing. • List the components of narrative and literary-critical essays; construct blank outlines for each essay. (Review) • List the components of research writing and construct blank outlines. • Correctly respond to “How” questions with “by,” and “Why” questions get with “because.” Students will practice restating the question for open-ended responses. • Review the narrative writing process. • Review the literary analysis writing process. • Continue to practice eliminating answer choices using their graded DDI 3 test. • Review test-taking skills that are lacking, based on the ANET DDI 3 results. 	<p>http://www.literacycookbook.com/download.php?did=90)</p> <ul style="list-style-type: none"> • Laptops for typing • Posters displaying the annotation system • <i>Progress</i> (teacher resource) • PARCC online practice tests (http://parcconline.org/take-the-test) • TLC How to Infer Themes worksheet https://theliteracycookbook.wordpress.com/2014/12/24/literary-analysis-task-how-to-infer-themes-from-a-text-ccs-2/
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RL.CR.5.1 • RL.CI.5.2 • RL.IT.5.3 • L.VI.5.3 • RL.TS.5.4 • L.RF.5.3 • L.RF.5.4a,b,c • L.WF.5.2d • L.WF.2e

	<ul style="list-style-type: none"> ● L.KL.5.1a ● L.VL.5.2a,b,c ● W.AW.5.1a,b,c,d ● W.NW.5.3a,b,c ● W.RW.5.7
<p>Students will:</p> <ul style="list-style-type: none"> ● Read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day. ● Transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media. ● Read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.) ● The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research writing prompt. ● Edit and revise their research essays from the ANET DDI 3. ● Explain why one piece of evidence is better than another for supporting a given claim. ● Practice answering questions about grammar, main idea, author’s purpose, and inference. ● Identify the meanings of unknown words through the use of context clues and roots. ● Use the RACER (Restate the evidence, Answer the question, Cite the evidence, Explain the evidence, Raise insight) strategy to compose their responses to open-ended questions. ● Paraphrase test questions to demonstrate comprehension of the question. ● Practice taking computerized exams to familiarize themselves with the format of the PARCC assessment. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● DDI Exam ● <u>Literacy Cookbook</u> Open-ended response <p>(http://www.literacycookbook.com/page.php?id=148)</p> <p>http://www.literacycookbook.com/download.php?did=90)</p> <ul style="list-style-type: none"> ● Laptops for typing ● Posters displaying the annotation system ● <i>Progress</i> (teacher resource) ● PARCC online practice tests (http://parconline.org/take-the-test) ● TLC How to Infer Themes worksheet https://theliteracycookbook.wordpress.com/2014/12/24/literary-analysis-task-how-to-infer-themes-from-a-text-ccs-2/ ● RACER Poster (Teacher-created classroom resource)

<ul style="list-style-type: none"> ● Answer “how” and “why” questions with the appropriate sentence starter. ● Practice selecting evidence for open-response questions. ● Practice ending open-responses with punchy insights. ● Practice answering questions about grammar, vocabulary, main idea, author’s purpose, and inference. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> ● RL.CR.5.1 ● RL.CI.5.2 ● RL.IT.5.3 ● L.VI.5.3 ● RL.TS.5.4 ● L.RF.5.3 ● L.RF.5.4a,b,c ● L.WF.5.2d ● L.WF.2e ● L.KL.5.1a ● L.VL.5.2a,b,c ● W.AW.5.1a,b,c,d ● W.NW.5.3a,b,c ● W.RW.5.7
<p>Students will:</p> <ul style="list-style-type: none"> ● Critique classmates’ research writing responses using the PARCC writing rubric as a guide. ● Conference with a partner about the score they gave referencing the PARCC writing rubric. ● Students will be timed while they compose their own essay in response to a Research Writing Task using the steps discussed and practiced in class. ● Evaluate the strength of different pieces of textual evidence for a potential answer; select multiple pieces of supporting evidence (a common question on the PARCC). ● Evaluate the validity of the “good” answer and the “best” answer, and explain why one works better than the other. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● DDI Exam ● <u>Literacy Cookbook</u> Open-ended response (http://www.literacycookbook.com/page.php?id=148 http://www.literacycookbook.com/download.php?did=90) ● Laptops for typing ● Posters displaying the annotation system ● <i>Progress</i> (teacher resource) ● PARCC online practice tests (http://parcconline.org/take-the-test) ● TLC How to Infer Themes worksheet (https://theliteracycookbook.wordpress.com/2014/12/24/literary-analysis-task-how-to-infer-themes-from-a-text-ccs-2/) ● RACER Poster (Teacher-created classroom resource)

<ul style="list-style-type: none"> • Answer questions that require them to synthesize information across multiple texts. • Create their own questions, multiple-choice and open-ended. At this point they should be able to create all four types of questions. • Narrative Writing. Students will rewrite the conflict between Esperanza and Miguel from Miguel's point of view, using details about Miguel's attitude towards Esperanza. • Timed Literary Analysis Task- Both <i>Esperanza Rising</i> and "Inside Out" develop the theme of starting over in a new place. Write an essay that compares and contrasts the approaches each text uses to develop this theme. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Narrative Writing. Students will rewrite the conflict between Esperanza and Miguel from Miguel's point of view, using details about Miguel's attitude towards Esperanza. • Timed Research Writing Task based on prompts from <i>NJ Progress</i>, use the steps discussed and practiced in class. Timed Literary Analysis Task- Both <i>Esperanza Rising</i> and "Inside Out" develop the theme of starting over in a new place. Write an essay that compares and contrasts the approaches each text uses to develop this theme. • 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Practice typing open-ended and narrative responses. • Practice reading and annotating passages from the computer and news article.
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL.PE.5.1a,b,c,d • SL.ES.5.3 • SL.PI.5.4
<ul style="list-style-type: none"> • Students will engage in multiple class discussions regarding based on the essential questions of this unit. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Socratic Seminar Rubric 2011 TLC: <p>http://www.literacycookbook.com/login.</p>

<ul style="list-style-type: none"> Students will actively listen to the opinions of others by retelling and paraphrasing what they hear from their peers. They may also possibly change their own opinion. Students will prepare for group discussions by reading materials and reflecting on their own time. Students will prepare for group discussions with questions for their peers written out. Students will read passages of the text aloud with correct pronunciation. Students will follow the procedures and expectations for guided discussions and Socratic Seminars without reminders from the teacher (hand-raising, voice volume, Standard English). Students will take notes before, during, and after class discussions, guided and Socratic. Students will complete an Observation Checklist during Socratic Seminars. Students will participate in discussions using Standard English grammar. 	<p>http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73&</p> <ul style="list-style-type: none"> 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>Esperanza Rising</i> by Pam Ryan <i>Reading Street</i> “Inside Out” by Francisco Jimenez Newsela article “Child Workers are Getting Sick While Harvesting Tobacco” (www.newsela.com) “Cesar Chavez Uniting Farm Workers” from <i>Jamestown Series</i> Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) <i>America The Story of Us</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> SL.PE.5.1a,b,c,d SL.ES.5.3 SL.PI.5.4 RI.CI.5.2 RI.IT.5.3 RL.CI.5.2
<ul style="list-style-type: none"> Students will cite textual evidence to support their claims and opinions. Students will analyze the use of literary devices through discussion. Students will use current vocabulary words from <i>Wordly Wise</i> during class discussions. Students will analyze the open-ended answers of their peers to check for evidence and understanding. Students will use current and previous <i>Wordly Wise</i> words and 	Tier 2 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&

<p>words with Greek roots during class discussions.</p> <ul style="list-style-type: none"> • Students will assume the roles of characters from passages of the text with proper pronunciation and intonation. • Students will acknowledge and build on the views expressed by their peers during Socratic Seminars. • Students will cite textual evidence to support their claims and opinions, calling their peers' attention to important passages during Socratic Seminars. • Students will identify and analyze the main ideas in both fiction ("Inside Out" and nonfiction texts-articles from Newsela and Jamestown series) through discussion. • Students will reference ideas from multiple texts and make connections between them over the course of a discussion. • Students will track speakers, indicate understanding through body language, and paraphrase each other's thoughts. • Students will prepare notes on their peers' contributions to class discussions. • Students will explain how a central idea or theme is shaped and then develops throughout <i>Esperanza Rising</i> and "Inside Out" This will be done through class discussions and dialogue journals. 	<ul style="list-style-type: none"> • Socratic Seminar Questions on Short Stories TLC: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D73& • <i>Esperanza Rising</i> by Pam Ryan • <i>Reading Street</i> "Inside Out" by Francisco Jimenez • Newsela article "Child Workers are Getting Sick While Harvesting Tobacco" (www.newsela.com) • "Cesar Chavez Uniting Farm Workers" from <i>Jamestown Series</i> • Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) • <i>America The Story of Us</i> • <i>Wordly Wise</i> Workbook • Student Dialogue Journals
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • SL.PE.5.1a,b,c,d • SL.ES.5.3 • SL.PI.5.4
<ul style="list-style-type: none"> • Students will pose original questions from the text for the class to answer. • Students will evaluate the strength of the arguments made by their peers, based on the evidence presented during Socratic Seminars. 	<p>Tier 3 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:

<ul style="list-style-type: none"> • Students will construct original arguments to answer the discussion questions. • Students will read aloud passages from the text in small groups with appropriate emotional expression; justify their interpretive choices through close-reading of the text. • Students will critique their peers during Socratic Seminars. • Students will synthesize a variety of texts on different topics and from different genres during both guided discussions and seminars. 	<ul style="list-style-type: none"> • http://www.literacycookbook.com/log_in.php?back=%2Fdownload.php%3Fdid%3D73& • Socratic Seminar Questions on Short Stories TLC: • http://www.literacycookbook.com/log_in.php?back=%2Fdownload.php%3Fdid%3D73& • <i>Esperanza Rising</i> by Pam Ryan • <i>Reading Street</i> “Inside Out” by Francisco Jimenez • Newsela article “Child Workers are Getting Sick While Harvesting Tobacco” (www.newsela.com) • “Cesar Chavez Uniting Farm Workers” from <i>Jamestown Series</i> • Great Depression video (https://www.youtube.com/watch?v=WtUjpUW09qc) • <i>America The Story of Us</i> • Student Dialogue Journals
STUDENT WORK PRODUCTS/ASSESSMENTS: <ul style="list-style-type: none"> • Tests and quizzes • Daily Participation Grade • Participation in Socratic Seminar. • Oral and written critiques of classmates’ views and participation during Socratic Seminars. • Use of Standard English and complete sentences in contributions to class discussions. 	INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Audio Version of “Inside Out”

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:164-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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